DOCUMENT RESUME

ED 352 749 EC 301 679

TITLE	Above and Beyond: Curriculum Resource Units for Gifted Education. Volume I. Elementary/Middle Schools.
INSTITUTION	PRO-ED Inc., Winston-Salem, NC.
PUB DATE	Aug 92
NOTE	103p.; For Volume II, see EC 301 680.
AVAILABLE FROM	PRO-ED, Inc., P.O. Box 5151, Winston-Salem, NC 27113 ($25.50).
PUB TYPE	Guides - Classroom Use - Teaching Guides (For Teacher) (052)
EDRS PRICE	MF01/PC05 Plus Postage.
DESCRIPTORS	*Academically Gifted; Activity Units; Curriculum Development; Elementary Education; *Enrichment Activities; Intermediate Grades; Learning Activities; Resources; Student Development; *Thematic Approach; Units of Study; Values
IDENTIFIERS	North Carolina

ABSTRACT

This book is a collection of 10 teacher-developed instructional units at the elementary/middle grade level which are compatible with the principles and theories of the North Carolina Curriculum Framework for Gifted Education. The units can be used in a variety of settings, are designed to develop basic competencies, and include specific strategies uniquely suited for academically gifted students. Presented for each unit are: an introduction; a list of student objectives; specific activities (divided into introductory, developmental, and culminating activities); evaluation suggestions; and resources. Units have the following themes: self expression, conflict/values, success, relationships, prejudice, self esteem, change, creativity, awareness, and traditions. (DB)

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VOLUME I

ELEMENTARY/MIDDLE GRADES

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Above and Beyond

CURRICULUM RESOURCE FOR GIFTED EDUCATION

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A B O V E A N D B E Y O N D

CURRICULUM RESOURCE UNITS FOR GIFTED EDUCATION

VOLUME I

ELEMENTARY/MIDDLE SCHOOLS

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August, 1992

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FOREWORD

As a lifelong teacher of the gifted and trainer of teachers of the gifted, I have observed several recurring patterns: (1) curriculum for the gifted has generally been sporadically developed and rarely integrated with the total curriculum; and, (2) many highly creative teachers of the gifted have developed excellent instructional ideas that would have been valuable resources to other teachers but, because of inadequate communication/distribution, never got beyond the teacher's classroom. I am excited about two recent developments intended to address these concerns: (1) North Carolina's revised Standard Course of Study and a companion publication, Curriculum Framework for Gifted Education, represent a significant attempt to provide a logical structure to curriculum for the gifted, and (2) PRO-ED, Inc. has identified teachers who have developed units that are compatible with the instructional principles and theories outlined in the Curriculum Framework and has published these units in the two -volume ***Above and Beyond.***

The user/consumer of these units (primarily teachers of the gifted and regular classroom teachers committed to thematic instruction) will be excited about the following important features of these teaching units:

(1) They are sufficiently comprehensive and flexible to be used in a variety of settings; pullout programs, consultant teachers, heterogeneous classes. The units generally do not require supplementary materials for implementation.

(2) They are designed to develop **basic** competencies that all students should acquire.

(3) Each unit includes many specific strategies uniquely suited for academically gifted students, e.g., development of higher level thinking skills.

Dr. James Gallagher, Kenan Professor of Education at the University of North Carolina and author of <u>Teaching the Gifted Child,</u> is a major contributor to the Curriculum Framework. He has advocated for years the creation of a curriculum "bank" to facilitate the sharing of good teacher-generated ideas. **Above and Beyond** may be viewed as a beginning of this bank - a "depository" destined to grow and yield on-going "interest" to gifted students and teachers everywhere.

Donald G. Hayes
Coordinator of Gifted Education
Lenior Rhyne College

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THE DIFFERENT DRUMMER

Vickie Harrington

INTRODUCTION

"If a man does not keep pace with his companions, perhaps it is because he hears a different drummer." This quote from Henry David Thoreau is symbolic of the struggle for self-expression faced by all humanity. Having the courage, as well as the means, to express oneself is vital in our search for identity. As we encourage the intellectual growth of gifted children, we cannot ignore the importance of emotional and social growth. Furthermore, we must encourage children to listen and appreciate that different drummer within themselves and others.

The purpose of this unit is to elevate students' understanding and acceptance of self through expression, hence leading to greater emotional and social development. In this unit, students will be presented with identity definition, values clarification techniques, examples of self-expression in public figures, as well as a variety of ways to express themselves. Goal setting is also included as a way to allow the gifted child to consider the methods and effects of self-expression. By participating in these activities, students will understand and be more confident in expressing their true selves. As a companion issue, society's views of self-expression dealing with the pressure to conform and ways of coping with some of the negative aspects of sel expression will be discussed.

The study of self-expression is especially suitable for gifted students because self-expression encourages creativity, as well as problem finding and problem solving - very important abilities for both today and the future. Gifted students typically tend to be less conforming to society and must learn how to cope with the expression of their giftedness in a normal society.

This unit is recommended for use in an eighth grade language arts class for gifted students. Although the primary emphasis of this unit is self-expression, basic skills are also incorporated. Many of the activities have a direct correlation to the North Carolina Standard Course of Study for Language Arts. In addition, this unit is specifically designed for the inclusion of other curricula. With minor spiraling, this unit would be well suited to any middle grade classroom.

OBJECTIVES

At the end of this unit, students will be able to:

- analyze the need for self-expression in their lives in regard to emotional and social growth.
- set and achieve goals to increase their personal self-expression.
- modify their behavior to become more expressive.
- evaluate stereotypical ways people judge self-expression in others.

- generate a list of ways of responding to criticism.

- more effectively express ideas and feelings.

- appreciate the self-expression of their peers.

- summarize the need for self-expression in their lives.

- compile a portfolio of their own self-expression through poems, art, writing, etc.

- develop interpersonal communication skills.

ACTIVITIES

+ Introductory Activities

  - Define yourself. Pair students. For one minute student will ask student, "Who are you?" Each answer must be different. Some potential answers are: I am a student, sister, pet owner, niece, etc. The roles are then reversed. At the end of the activity a discussion ensues on the roles people play and how roles define one's personality.

  - Have students complete a self-expression inventory. At the end of the unit the group might repeat the inventory as a fitting way to evaluate changes they have made.

  - A discussion of the societal pressures to conform versus the need for self-expression would be appropriate.

  - Ask students to keep a diary of ways that they uniquely express their personalities. Ideally, diaries should be assigned about one week before the unit really gets underway. Students should write at least once a day. If more structure is needed, assign students to write for an uninterrupted five minutes per day.

  - Have students brainstorm on the term self-expression. After the meaning is discussed, students can list ways that they now express themselves. To conclude this activity, the teacher may have students to list ways that they would like to express themselves, but for some reason feel unable to at this time.

  - Have students illustrate themselves. After completing the drawing, give them the opportunity to explain the reasoning behind the picture.

+ Developmental Activities

  - Have students complete a free written definition of self. Throughout the unit, they may come back to this and revise it. At the end of the unit, a more formal Philosophy of Self paper may be written.

  - Have students forcast their futures; e.g., their lives in the year 2050. Discuss the values implications of their forecast. What does this suggest about the individual? What does this say about student confidence in the future?

- Have students set long range and short range goals for themselves and create a plan of action for achieving these goals. As a part of this activity, have them identify negative aspects of their personalities and ways they can exclude these liabilities. Extend by discussing the idea that we must always strive to become better selves or we become stagnant.

- Assign students to identify a community problem. Have them research, analyze, and present the best solution to the class. Time permitting, a debate could be incorporated.

- Through field trips and guest lecturers, expose students to the wide variety of self-expression available to them. Guest speakers, trips to the science center and arts center, etc., can be very thought-provoking. A trip to the N.C. School of the Arts would also be beneficial. Local drama groups are another option.

- Through discussion, ask students how youth express themselves in society? Is this expression always accepted? The self-expression of rock groups could be included. In addition, the role of censorship and its effects should be discussed. A debate of these issues could be incorporated.

- Have students brainstorm a list of ways they could be more self-expressive and make a plan to implement at least three of those ideas into their lives immediately.

- Allow students time to write creatively. Consider the quote "I don't know what I think until I see what I've said/written". With that in mind, provide quiet uninterrupted writing time for students to express their thoughts on paper. Some topics might be censorship, self-expression at home, company images in business, youth culture, limits of self-expression, and self-expression at school. If students wish, these writings may be the focus of some class discussion.

- Allow time to discuss current events, school happenings, etc., A specific time might be set aside each day for a discussion of recent events and their relation to self-expression. Verbal expression is one means of self-expression and cannot be ignored.

- Read and discuss E. E. Cummings' "To Be Nobody But Yourself". Discuss ways E. E. Cummings evidenced his individuality. Have students discuss why it is so important to "be nobody but yourself".

- Create a slogan that describes yourself; e.g., "A Butterfly in the Works", "Best of all, Myself". Under the slogan, explain why this is a fitting slogan for you.

- Have students read Lincoln's Gettysburg Address and explain ways that he expressed himself in it. From that have students apply Lincoln's means of self-expression to their lives by writing a speech on a current issue modeled after Lincoln's address.

- Listen to a recording of Emily Dickenson's "I'm Nobody But Myself".

- Incorporate poetry as a means of self-expression. A good beginning is to name poems describing oneself through the letters in the name. From there, introduce other poetic forms. Have students write poems based on both form and description of themselves or issues affecting them.

- Read and summarize parts of Whitman's "Leaves of Grass". Ask students how this describes them?

- Have students search the comics section of the paper for cartoons that illustrate good examples of self-expression. After these have been shared with the class, students can draw several of their own that depict their own self-expression.

- Using the Parnes method for creative problem solving, solve the problem of how to get society to become more accepting of all types of self-expression. (See N.C. Curriculam Framework for Gifted Education) "Read "Footprints" by Longfellow, "Lineage" by Walker, "Thumbprints" by Merriam, "Much Madness in the Divenest Sense" by Dickenson, and write a paper summarizing the idea of self-expression as it appears in each.

- Write a limerick about yourself and your experiences with self-expression.

- Choose someone who, in your opinion, uses excellent self-expression. Research and produce a document on this person, explaining why you believe this person has such excellent talents for self-expression.

- Become a doctor of self-expression. Formulate a prescription for those who wish to better express themselves.

- Through use of a daily journal of happenings around you, identify ways society discourages self-expression in favor of conformity.

- Create a detailed plan for encouraging self-expression in your community. Implement it.

- Write a poem about someone you admire. Analyze your reasons for admiring this person.

- Illustrate visually your true self. Analyze any changes that might have occurred since beginning the unit.

- Present a speech defining your true self to the class. What makes you special and how is this exhibited in your life?

- Complete a research paper on someone who truly exhibited self-expression and how society responded. Possibilities include, but are not limited to:

-Martin Luther King, Jr.	-Winston Churchill	-Mark Twain
-John F. Kennedy	-Gandhi	-Walt Whitman

-Martin Luther	-Patrick Henry	-Boy George
-Abraham Lincoln	-E. E.. Cumming	-Madonna

- Write and perform a play illustrating the anxieties associated with self-expression. As students write the play, have them consider the intended audience and the message the audience should receive from the play.

- Summarize "Interior Decoration" by Adrien Stoutenburg, Analyze the author's view of expression.

- Go to the library and research figures in black history. Compile and present a report answering the question. How did blacks practice self-expression while dealing with great repression? Interviews may be used as sources of information.

- Read Frost's "The Road Not Taken". What problems did Frost encounter on the less traveled road? How do these compare with the problems you face today?

- Read the First Amendment of the Bill of Rights. What does it say about freedom of expression? Is this amendment always upheld? Are there limits to this amendment?

+ Culminating activities

- Compile a booklet of works (art, writings, poetry, etc.) you have created during our unit on self-expression. At the end, include a short explanation of why these works express your true self.

- Reevaluate the self you were at the beginning of the unit in relation to the self you now express. As a class, create a questionnaire to use for this reevaluation.

- Complete a formal paper entitled "Philosophy of Self". Complete and elaborate on the statement, I am .....because.....

- Complete the Self-Expression Inventory again. Interpret any differences you may find in the results.

- Produce a program for the school eighth grade explaining why self-expression is important and how self-expression can be practiced.

- Analyze the effect your increased self-expression has had on those closest to you. Did these people put any pressure on you to conform? If so, how did you respond? Has your self-expression had a positive affect on these people? How is this evidenced? This may be produced in the form of a speech, written paper, or as a discussion.

- Research and explain the importance of your family history and environment on self-expression. Use the oral tradition of storytelling to present your findings.

- In an essay, agree or disagree with the following statement: Self-expression is only important when it is viewed by society. Support your stand with detailed examples.

- Listen to "The Need To Be", a song by Jim Weatherly. Analyze how it relates to you, me, and every man.

+ Questions for Discussion

  - How does the expression of myself affect others (the ripple effect)?

  - In what ways am I pressured to conform to society even at the expense of my identity? What can I do about this?

  - Self-expression is a risk. There is always the risk of rejection. Does the risk lessen the value of self-expression? Is the risk worth the reward?

  - In the event that I am rejected by peers when I express myself, how can I handle this in a constructive way?

  - How did I decide my values?

  - Are there ever times when people shouldn't express themselves? Why?

  - Is total self-expression healthy?

  - How is self-expression portrayed in literature? Does literature ever illustrate the repression of characters' selves. If so, what is the author's purpose for doing this? What literature are you familiar with that you feel exhibits characters who self-expressive? Support your opinion.

  - Discuss the importance of self-expression in the founding of the United States.

  - With the advances in technology, is the potential for self expression greater today than it was ten years ago? Twenty? One-hundred? If so, will it become even easier to express ourselves in the future? If not, what is hindering it?

  - How is self-expression limited by cultural norms, particularly for minorities and women?

  - Are normal, daily activities evidence of self-expression? For example, the clothes we wear, the phrases we use when speaking.

  - You are a bird, car, etc. How do you express yourself that makes you different from all of the other birds or cars?

  - If you could go anywhere in the world, where would you go and why? What does this imply about your values? Do you agree with these implications?

- What traits, hobbies, etc., do people associate with you? What does this say about you? How would you like this role to be different? What can you do to change it? Are assumptions like this usually correct?

- Is it possible to make a choice without being influenced by other people, either past, present, or future?

- If you were to look back on your life twenty years from now, what would be your primary means of self-expression?

+ Home Learning Activities

- Values Clarification - Moral development and self-expression are co-dependent. Because of this, values clarification is an important activity. Some examples are listed below.

    - Willingness to publicly affirm is very important in the development of values. With this in mind, ask your child if he/she is willing to share his/her desires, discontent about body parts and cheating experiences? If so, with whom? Who wouldn't they share this information with? Why?

    - Brainstorm ways of making home a happier place, schoolwork less of a chore, etc.. In doing this, you not only encourage values clarification but also practice problem solving.

    - With your child's help, identify habits that he/she or the family practices. Eating habits, style of dress, the manner of making friends, and religious habits are excellent starting points. Make a list of these. Discuss the values behind the habits. For example, if you limit the amount of junk food your child consumes, this suggests you value proper eating habits and good health.

    - When your child makes any kind of value judgment (i.e., "Cheating is wrong. He shouldn't do that".) ask why, not because you necessarily disagree, but to get your child to consider the values behind the statement.

- Expose your child to the arts. Local theatre, art exhibits, and dance troupes are both fun and educational. Notorious for self-expression, the arts just might give your child a few ideas.

- Encourage your child to participate in a variety of activities: e.g., ballet, baseball, cooking, etc. Furthermore, allow the child to see you participating in some non-traditional activities. Do not limit the child because of the stereotypes associated with these activities. For example, when a young boy is not allowed to play with dolls because "little boys don't play with dolls", the child is being limited in self-expression and also begins to form sexual stereotypes.

- Provide materials for artwork. Encourage your child to use these on a regular basis. As a parent, don't be afraid to draw and design with your child. This modeling gives

values to the activity. Art is not only an excellent means of self-expression, it is also a way of measuring growth. Do not ignore its importance.

+ Follow-up Activities

Because schools are under time constraints, this unit cannot be continued indefinitely. However, self-expression must be practiced or it is muffled. With that in mind, the following activities are suggested as a means of providing students with opportunities for self-expression even as they begin other studies.

- Have students periodically retake the Self-Expression Inventory and discuss changes.
- Have an end of the year evaluation of student improvements in self expression. This can be a self, peer, or teacher evaluation.
- Encourage self-expression in he classroom even after the official unit has ended.
- At the end of the year, have student review the short range goals they set during the unit and analyze the success of those. Create new goals for the summer, coming year etc.. Create and implement a plan of action to begin achieving those goals.
- Keep abreast of artistic expression in the community. When there are performances in local theatres or recitals, arrange field trips or encourage students to go on their own.
- Use the newspaper to identify situations in current events concerning self-expression. How does this relate to the First Amendment? This activity could be conducted continuously with students bringing in at least one article per week for discussion.
- In addition, the following stories and poems from the text, Adventures for Readers, are well-suited to the topic of self-expression:

"The No-Talent Kid" by Kurt Vonnegut
"They Called Her Moses" by Ann Petry
"Charles" by Shirley Jackson
"The Man Without A Country" by Edward Everette Hale
"The Gettysburg Address" by Abraham Lincoln
"A Retrieved Reformation" by O. Henry
"I Know Why the Caged Bird Sings" by Maya Angelou
"Child on Top of a Greenhouse" by Theodore Roethke
"The Road Not Taken" by Robert Frost

EVALUATION

Evaluation for this unit may be managed in several ways.

- A continuous evaluation of the small projects with larger emphasis given to the student's successful completion of the culminating activity is one means of evaluation.

- Another possibility is a combined evaluation by the student and teacher regarding ways the student has achieved greater self-expression. The goal-setting activity could be used to generate criteria for such an evaluation.

- The "Philosophy of Self" paper may be used as one means of evaluation.

- A concluding exam containing open-ended essay questions from the topics addressed in the unit would allow students to achieve a sense of closure on the unit while exhibiting knowledge to the teacher.

- Use a dilemmas test, with students solving the dilemmas based on the freedoms guaranteed in the First Amendment.

- A final project may be assigned for unit evaluation. The project would ideally show the student's unique way of expressing her/himself creatively. Some possibilities might include a drawing, collage, dramatic reading, dance, sculpture, essay, speech, etc..

- Have students identify a current problem that affects them personally. In essay form, have them identify ways that this problem limits self-expression and ways they can solve it.

RESOURCES

Books

Adventures for Readers: Book Two: Harcourt, Brace, Jovanovich, Publishers. 1985

Changes: Becoming the Best You Can Be Quest International. 1988

Reading Literature: McDougal, Littel & Company. 1985

The Afro-American Literature Series: Houghton-Mifflin Publishing Company. 1979

The Search for Self: The Concerns of Man Series: McDougal, Littel, & Company. 1972

Triumphs: Houghton-Mifflin Publishing Company. 1986

Records:

Creative Writing: Self-Expression Through Writing, read by Morris Scheriberk.

Spoken Anthology of American Literature, edited by Ruth Stephan.

The Treasury of American Verse, read by Alexander Scourby and Nancy Wiekwire.

Filmstrips:

Emily Dickenson: from the American Poets Series.

Walt Whitman: from the American Poets Series.

Articles:

"Developing Activities for Creative Thinking" by Bob Stanish. Challenge. March/April 1989.

"Eight Effective Activities to Enhance the Emotional and Social Development of the Gifted and Talented" by George T. Betts and Maureen F. Neihart. The Roeper Review. Volume 8, No. 1. 1985.

TRAILS OF TEARS

INDIANS AND EARLY SETTLERS

Margaret Parker Jordan

INTRODUCTION

The purpose of this unit is to examine the Native American cultures during the time of early European settlement in North Carolina history, to discover how Indian culture compared and contrasted with that of early settlers and to develop an understanding of how the differences in values were a main source of friction which contributed significantly to the downfall of the Native American culture.

This study is developed for use in an eighth grade social studies class for the academically gifted. In addition, it can be used with a homogeneously grouped eighth grade class. This unit is a high interest study of conflicting cultures in early North Carolina and implications for cultural conflicts in the present day. Numerous activities are presented to provide the classroom teacher with a great variety from which he or she might choose.

It is an especially important unit of study for academically gifted students because it enables them to examine two contrasting cultures, to compare the values, rituals, art, literature, organizations and beliefs of these cultures and to evaluate how the cultural differences and differing value systems led to the decline of one culture. The gifted students will participate in activities which will enable them to vicariously experience the situation of the Native Americans in North Carolina during the settlement by Europeans and to produce creative works from this experience. This unit also encourages students to relate this situation of conflicting cultural values with other cultural conflicts in the present time and to develop respect for cultures with different values, etc.

OBJECTIVES

At the conclusion of this unit, students will be able to:

- identify language families and locations of early Indian life in North Carolina and explain how their cultures depended on one another for exchange of goods through trade of various products.

- examine the early rituals of the Native Americans in North Carolina and compare these rituals with those of the early settlers and with our present day rituals (Thanksgiving feasts, Fourth of July celebrations, Christmas and Hanukkah, etc.) Discover how rituals contribute significantly to cultural identity.

- examine the social organization and government of the N.C. Indians and compare that government and social organization with the government and social organization of the early settlers during that time period in N.C. history.

- examine the religious beliefs and practices of the Algonquians, the Iroquoians, the Tuscarora and the Cherokee tribes and compare and contrast these with religious beliefs of the early settlers.

- analyze sources of conflict between Indians and settlers: land, slavery and trade.

- relate the part violence and war played in Indian culture before encroaching settlement by the white man and how early settlers used this warring behavior to their advantage and to the Indians' disadvantage.

- grasp the concept of displacement from the land of the Cherokees in the "Trail of Tears."

- propose a plan which would have provided mediation between the Indian and white European cultures and would have enabled these cultures to coexist in a peaceful environment.

- formulate possible origins of the Lumbee Indian group in eastern North Carolina.

- recognize and identify present day cultural conflicts and evaluate possible solutions.

- decide how our culture shapes our values and how we can develop tolerance for cultures vastly different from our own and how we can develop an appreciation for differing cultures.

ACTIVITIES

+ Introductory Activities

- Distribute several Indian artifacts or photographs of artifacts. Avoid arrowheads: choose artifacts which are not easily recognizable. Ask students to deduct implications of the culture from these tools or instruments. This activity would be effective in small groups. Have the students write a brief description of this culture. When the descriptions are complete, reveal the actual uses of functions of the artifacts. "Publish" their creative responses on a bulletin board with the photographs of the artifacts.

- Identify the early culture in North Carolina (p. 65-71 in text, North Carolina, the History of an American State):

  -Language families and locations (see map, p.66)
  -Division of labor
  -Food
  -Social organization and government
  -Religion and rituals
  -Travel and trade

- Create a visual aid comparing the above cultural elements with those of early settlers, illustrating sources of conflicts of cultural values (P. 71-74 in text). Students may work on this activity individually or in pairs or small groups. They may choose to make posters or illustrations to be used on the overhead projector, etc. These visual aids should portray one of the following:

  - Differentiate between the Indian's concept of land stewardship (i.e. The Indians believed the land had been created by the Great Spirit. Man cannot own what he has not created; the land is holy, and man's job is to be a good steward of the land. Land is shared by the entire community with no individual ownership.) and the settler's idea of individual ownership.

  - Slavery--Indians were sold into slavery to the West Indies (p. 72, text)

  - Trade--Many Indians were cheated in their trade dealings with the early settlers (p. 72, text).

- Examine the problem of Indian displacement through reading about the "Trail of Tears" of the Cherokee and the voluntary relocation of the Tuscaroras to New York State, etc. (p. 73-74, text).

+Developmental Activities

- Role play a panel discussion between a group of Indians and a group of settlers. Emphasize the conflicts arising from differences in cultures and values.

- Record journal entries of a Cherokee Indian along the "Trail of Tears".

- Visit the Oconaluftee Indian Village in Cherokee, North Carolina to learn first hand about the typical daily life of the Cherokees and create short dramatic scenes portraying their lives and daily activities. Share these vignettes with another group of students.

- Create a diarama depicting the "Green Corn Ceremony" and/or the early settlers involved in a ritual (religious, etc.). Discuss rituals we have today and how these rituals give us identity as a culture or even as a family group.

- Recreate a meal typical of those of early settlers and a meal typical of those of the of the Native Americans. Compare and contrast the two diets. What foods did the Indians introduce to the settlers?

- Find the original locations of the various Native American groups on a map of North Carolina and their relocation on a map of the United States.

- After reading the theory of the Lumbee Indians as descendants of the Lost Colony (p. 74 in text), hypothesize your theory and write a short persuasive essay supporting that opinion.

- Debate the issue of granting reservation land to the Lumbee Indian group today.

- Imagine how you would feel if you were an early settler experiencing conflicts with the native Americans. Describe these feelings in a one-week diary.

- Contrast the life of the Indian in the 1600's and early 1700's to life today on a reservation in Cherokee, North Carolina. Investigate the possibility of writing a school class in Cherokee or a class of Lumbee Indians to ask specific questions about their cultural identity.

- Produce an original myth or legend (in a small group or individually) after reading several Cherokee legends (Southern Indian Myths and Legends, Brown and Owens, ed.

- Imagine that the European settlers had adopted the Indian value of stewardship of the land. How would our ecological situation be different today? Have one student be the guide on a nature walk explaining how indebted our ecology is to the adopted Indian values. Be sure the student has planned ahead to point out many aspects of this issue. For example, he might show students a styrofoam cup and then explain to them that a scientist developed this material, but it was never produced (with the exception of several cups as prototypes) because of environmental concerns. He could point our the clear air, etc.

- Compare the Indian game of stickball to one of our present day sports such as lacrosse or field hockey (p. 70, text).

- Analyze the part violence and war played in the culture of the Indians before encroaching settlement by the Europeans. How did the early settlers use this warring behavior to their advantage and to the Indians' disadvantage? Report these findings in the form of a present day television documentary.

- Invite a local Native American into your classroom to speak to the class about his heritage. Report this event in your school newspaper.

- Visit the Museum of the Cherokee in Cherokee, N. C. or a museum in your area which has an exhibit of Indian artifacts, art, etc. How is the Indian's closeness to the land reflected in the art? Discuss with your class.

- Examine how Native American populations suffered from diseases contracted from the settlers. Investigate the use of alcohol by the Indians prior to white settlement. How did this use of alcoholic beverages change after the early settlers gave or traded it to the Indian populations? Discuss your finding with the class and write a short summary.

- View an old "cowboys and Indians" movie such as "Stagecoach" with John Wayne Then view a more current movie such as "Little Big Man" with Dustin Hoffman. Compare and contrast the portrayal of the Native Americans in the two movies. Which movie presents a more realistic view? Which movie portrays Native Americans in a more sympathetic light? Are the characters realistic? Pretend

you are a Native American watching both movies. Write a movie critique of each of them.

- Editorialize on the situation of mandatory relocation of the Cherokee people along the "Trail of Tears." Create and design an "on the scene" television report of this event.
- In small groups, set up a scene of unfair trade between a settler and an Indian. When the Indian realizes he has been unfairly treated, record (using a tape recorder) his complaints. Also interview the settler to reveal his attitude toward the Indian. Present these recorded interviews to the other groups. Discuss the interviews as a class.

- Play the simulation game "Thandi Standing-Deer" involving the whole class. If the class is quite large, divide it into two or more groups to play. Encourage each child to choose a character to portray and to remain "in character" throughout the simulation. When the game is completed, discuss as a class how each group developed the simulation and how each resolved the dilemmas Thandi faced. Do people today sometimes face similar situations involving cultural identity? Discuss. This game and discussion may take several class period to complete. (See appendix for simulation game.)

- Invite an anthropologist to class to present his or her insights into this issue of the conflict of the two cultures in North Carolina. Ask questions whenever a point is not clear. Also, ask the anthropologist to discuss beneficial results from the meeting of the two cultures. If an anthropologist is not available, discuss in class how there were some benefits in the meeting of the cultures. What were these?

+ Culminating Activities

- Invent a board game with two sets of situations or circumstances, one for the early settlers and the other for the Indians. Incorporate the cultural conflicts, etc. into the game with stiffer penalties for the Indian players(i.e. "stack the deck"). Work cooperatively with your small group in planning and designing this game. Use your imagination and creativity and make the game colorful, inviting and educational.

- Create a short story in the first person point of view describing a conflict and a resolution between a settler and an Indian. Remember to have an introduction, development, climax and resolution in your story.

- Create a character for a dramatic monologue. You may assume the character of an early settler or an Indian. Decide what age you will be, etc. In your dramatic monologue, highlight the conflicts arising from cultural differences. Portray your "side" of the issue.

- Judge how this study of cultural clashes can relate to clashes of various cultures today and recommend how we can create a climate of mutual respect and understanding among different cultures. Summarize your positions in a well-organized essay.

EVALUATION

Evaluation for this unit is based on the student's participation in the production of the culminating activities using the following criteria:

- Board Game: Evaluation is based on the student's active participation in designing and constructing the game and on cooperating with and contributing to the efforts of the group in which he worked.

- Short Story: Evaluation is based on the student's incorporating the cultural conflicts into the story which must be well-developed and contain a pattern of introduction, development, climax, and resolution. In addition, the story needs to be grammatically correct and evidence creative effort.

- Dramatic Monologue: Evaluation is based on presentation of convincing character portrayal and on incorporation of cultural ideas analyzed in this study.

- Essay: Evaluation is based on demonstration of basic grammar and writing skills, organized arrangement of ideas and using supporting information and appropriate conclusion. The essay should clearly explain the student's ideas of how this study of cultural conflicts has implications for relationships between contrasting cultures today.

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APPENDIX

Simulation Game

Directions: Each student should choose a character to portray: Thandi, the main character who is an Indian (teacher may wish to preselect this character as it requires a cooperative, thoughtful and bright student), white mother and father, white siblings (up to about six or seven), neighboring Cherokee families, Thandi's girlfriend (she, as all other characters except Thandi, may select a name), any other characters such as Thandi's teacher, etc. Once the student chooses a character, he needs to remain "in character" during the entire game. This is a role-playing game. At the beginning, it may be difficult for the students to be serious, but as they play the game, they will become more comfortable with their roles and the situation. The teacher needs to be sure there is a balance of characters. For instance, you would not want more white siblings than Cherokee neighbors.

Situation: During Andrew Jackson's presidency, one Indian family settled farm land next to a white family of early settlers. The families have become friends; they have learned to communicate, and they trust and respect each other. When the relocation program is suddenly implemented, and the Indians are "rounded up" to be sent to Oklahoma for their "protection" and "preservation of their culture" (when in reality, many white settlers want their prime lands and wanted them out of the way), the Indian family quickly decide to entrust their newborn baby to their close friends, the white family who are their neighbors. The baby is named Thandi Standing-Deer. His family wants him to avoid the harsh conditions anticipated on the long journey; therefore, they make their arrangements with the settler family secretly. The white family rear Thandi as their own child. Thandi assumes his adopted family's cultural values, protestant religion, etc. About the time Thandi turns thirteen, he feels he must decide if he wants to remain with his adoptive family or whether he should travel to Oklahoma to discover his heritage and become acquainted with his birth family. He has Cherokee friends in the area in North Carolina and is feeling pressure from that group to "be Indian." However, he loves his adoptive family and feels comfortable with the values they have helped him develop. What should he do?

Problem: Thandi's problem grows as his Indian friends try to convince him to renounce his white family and embrace his true heritage. They pressure him to live with their group, participate in the tribal rituals and totally accept their culture.

Problem: Thandi has fallen in love with one of his white classmates in school. They enjoy talking and spending time together. Thandi thinks she is wonderful. Unfortunately, her father is against the relationship because Thandi is an Indian. Otherwise, her father likes Thandi since he enjoys his engaging personality and appreciates his industrious nature. How should Thandi deal with this prejudice?

Problem: Thandi receives a message that his Indian father, whom he cannot remember, is gravely ill. His Indian mother sends word that she needs him to journey to Oklahoma to help the family earn a living. His two brothers died along the "Trail of Tears." Such a journey would mean leaving all the people he loves, leaving his culture and his familiar surroundings and stepping into the unknown.

Additional Directions: After reading the initial situation to the students or having them read it in their small groups, have students discuss the situation assuming their chosen characters. Allow time for them to interact and become familiar with their characters, etc. Then, give them the first problem to "act out" and resolve. They should not be rushed during this part of the game. Then give them the second problem, and after they have resolved This one, finally give them the last problem. They may need several different class periods to resolve these issues. After all groups have finished the simulation, allow a discussion in which each group reports how it solved the problems. There are no right answers, and each group may have a different solution. The purpose of the game is encouraging the students to experience a conflict of cultural values. If students enjoyed this activity, they might be encouraged to create other problems for this situation or to create an entirely new simulation game perhaps with a settler as the "main character."

TOP OF THE LADDER

Jill Elliott

INTRODUCTION

Underlying every individual's basic needs in life is an inherent need to be successful. Success plays a vital role in providing us with the self-esteem we need for positive growth in learning, creativity, personal responsibility, and human relationships. But what is success? Success can be defined in myriad ways. Thus, each individual must find his own definition of success and determine its importance in his life. Many have attempted to design a plan for success. But is there one formula which can be applied to everyone's life? Henry David Thoreau wrote in Walden, "If one endeavors to live the life which he has imagined, he will meet with success unexpected in common hours."

The purpose of this unit is to explore success and the lives of individuals who are considered by society as being "successful", thus discovering the factors which affect it. Understanding key factors will, in turn, lead students to realize the importance of believing in themselves and pursuing their personal goals, as well as the potential which successful people possess in contributing to a better society. Students will also learn that as we climb the ladder of success, we may stumble along the way; however, within every experience there is a lesson.

This unit is especially appropriate for the gifted and talented student because it allows for self-analysis and individuality. Students will be challenged to use the higher level thinking skills to integrate the ideas and evaluate the insights ascertained in the unit with their own percetion of success, thus formulating a definition of success which reflects their own values and unique character. They will discern the importance of living life to the fullest, with the quest for excellence aided by determination and the necessity to use failed attempts at success as positive growth experiences. By realizing that no one is a total failure if he dares to try to do something worthwhile, gifted students - our decision makers of tomorrow - will understand the significance of successful leaders. We get back in successes as much as we contribute to society; therefore, it is not the destination but the journey that gives us our greatest rewards.

This unit is designed for use in Language Arts with seventh and eighth grade academically gifted students but can be adapted for use in the regular classroom by selecting from many available activities. The unit will cover a time span of four to six weeks. It should also be noted that this unit addresses the competencies outlined in the North Carolina Standard Course of Study with ideas and activities which relate to the basic skills.

OBJECTIVES

At the conclusion of this unit, students should be able to:

- analyze the meaning of success, expand their insights, and compose an appropriate personal definition of success.

- be cognizant of the qualities which contribute to an individual's success by analyzing characters in literature and real life; e.g., courage, determination, self-concept, optimism, perseverance.

- evaluate key factors related to success; e.g., risk-taking, choices, timing, goal-setting, challenges, economics, personal experiences, attitude, failure.

- discern the relationship between success and leadership. Is a successful person always a leader?

- appreciate varying attitudes and perceptions of success in our society and the world.

- evaluate the impact of successful people on our world.

- perceive how success alters lives, both positively and negatively.

- generate ideas for turning failures into positive learning experiences by examining failed attempts at success.

- gain the confidence needed to meet the challenge of the goals they have set for themselves.

ACTIVITIES

+ Introductory Activities

  - Display a collection of pictures of prominent leaders on a bulletin board. Include world leaders, sports professionals, television personalities, and good local citizens. Number the pictures but do not identify them. Allow students one week to unravel the mysteries of the pictures. At the end of the week, reveal the identities and discuss their significance.

  - In small groups, brainstorm the qualities of a successful person. Do their qualities differ from their values? If so, what values does a successful person possess?

  - Make a list of the 10 people you consider to be most successful. Be prepared to give reasons why you included each person on your list.

  - Select a person from your list. Learn as much as possible about this person.

  - Watch a film on a great American and follow with a discussion of what made the person a success. Suggestions include: America's Mark Twain, Amos Fortune, Andrew Carnegie, Audubon and the Birds of America, Meet Mr. Lincoln, Eli Whitney, Booker T. Washington.

  - List 5 - 10 successful people in each of the following categories:

World leaders	Artists
Athletes	Poets
Entertainers	Medicine
Musicians	Journalism
Science/technology	Humanitarians
Business	Inventors

Religion	Government leaders
Writers	national
Singers	state
Environmentalists	local

- Keep a daily log or diary of your goals for each day, each week, and the grading period during the study of this unit. Check off each goal as you attain it.

+ Developmental Activities

- Collect data on each successful person you learn about as you complete the activities in this unit of study. Include information about birth, family, education, personality traits, career successes and failures and significant contributions.

- Select a proverb, epigram or quotation about success. Write a composition in which you agree or disagree with the quotation. Support your opinion with examples.

- Select a quotation as your motto during the study of this unit. Write a personal narrative explaining how this quotation could be applied to your life. (See appendix I)

- Read the following selections from the basal texts. Answer the questions at the end of each selection or questions which are provided for you. Be prepared to share your thoughts concerning the success of the characters in the selection with the class.

  "The Miracle Worker" by William Gibson
  "Flowers for Algernon" by Daniel Keyes
  "Harriet Tubman: The Moses of her People" by Langston Hughes
  "The Brother Who Failed" by L. M. Montgomery
  "The Pharmacist's Mate" by Budd Schulberg
  "Antaeus" by Borden Deal

- One of the main features of Readers' Digest magazine is success stories such as "Nana's Lesson", the story of a grandmother who taught her grandson to believe that everything is possible, "Mama Hale and Her Little Angels", the story of a 79 year old lady who cares for children born to drug-addicted mothers, and the story behind successful businesses including the Holiday Inn motel chain and the Kentucky Fried Chicken food chain. Read and summarize a success story from the Readers' Digest. Include your reaction to the story.

- Read and analyze the following poetry selections as they relate to the theme of success.

  "Success Is Counted Sweetest" by Emily Dickinson
  "The Road Not Taken" by Robert Frost
  "Kindly Unhitch That Star, Buddy" by Ogden Nash
  "Richard Cory" by Edwin Arlington Robinson

- Select a novel from the following list. Present a book talk to the class with your closing statements focusing on the success or failure of the character(s) in the book. What can be learned about success by the reader of this book?

Life and Death in a Coral Sea	Jacques-Yves Cousteau
Babe: the Legend Comes to Life	Robert W. Creamer
Joni	Joni Eareckson
I Always Wanted to be Somebody	Althea Gibson
Death Be Not Proud	John Gunther
Teacher: Anne Sullivan Macy	Helen Keller
Joseph	Joyce Landorf
Auntie Mame	Jerome Lawrence
The Contender	Robert Lipsyte
Eric	Doris Lund
A Circle of Children	Mary MacCracken
My Life	Golda Meir
Under the Eye of the Clock	Nolan
The Greatest Story Ever Told	Fulton Oursler
My Name is Asher Lev	Chaim Potok
The Camera Never Blinks	Dan Rather
Go Up for Glory	Bill Russell
Anchorwoman	Jessica Savitch
Pygmalion	George Bernard Shaw
The Prime of Miss Jean Brodie	Muriel Spark
The Playboy of the Western World	John M. Synge
The House of Mirth	Edith Wharton
Rebecca of Sunnybrook Farm	Kate Douglas Wiggin

- Select a successful historical leader. Read about his/her life and career. Examine his/her leadership style. What qualities of leadership led to his/her success?

- Listen as your teacher reads the following selections. Select one to respond to in writing.

  "Work Well Done" by Nadia Boulanger. Explain the significance of success to Stavinsky and Madame Duval.

  Positive Thinking by Normal Vincent Peale. Summarize Peale's method for building up your self-confidence.

  "The Story of a Bad Boy" by Mark Twain. Express your opinion of Twain's story. Can you think of a situation today that correlates with Twain's story?

- Explain how Earl Nightingale's comments on success apply to your life and the goal(s) you have set for yourself.

  There seems to be a door on the way to remarkable success that can be passed through only by those willing to persevere beyond the point where the majority stop and turn back. Few of us realize in the early days how long it takes to succeed in an extraordinary way. And it should take sufficient time. It is a process of preparation, testing, and retesting, a process of growth and eduction, so that when we do pass through that door into the interesting and gratifying realm beyond, we are qualified and bear the scars of repeated attempts. We are initiated, quite thoroughly.

- In the excerpt from James Allen's classic book, As A Man Thinketh, Allen expresses his thoughts on listening to our inner voice. Do you agree or disagree with his thinking? Justify your response.

> Dream lofty dreams, and as you dream, so shall you become. Your Vision is the promise of what you shall one day be; your Ideal is the prophecy of what you shall at last unveil.
> The greatest achievement was at first and for a time a dream. The oak sleeps in the acorn; the bird waits in the egg; and in the highest vision of the soul a waking angel stirs. Dreams are the seedlings of realities.
> You will realize the Vision (not the idle wish) of your heart, be it base or beautiful, or a mixture of both, for you will always gravitate toward that which you, secretly, most love. Into your hands will be placed the exact results of your own thoughts; you will receive that which you earn; no more, no less.

- Find a topic or theme and read one biographical account and one fictional account. For example, read Robert Lipsyte's novel, The Contender and his biography, Free to Be Muhammad Ali; or read a biography of Eleanor Roosevelt and the novel, Eleanor. Compare the two books. What different techniques or kinds of incidents were there? From which one did you learn the most?

- Write a newspaper article about a successful person. It may be someone you have read about or it may be someone you know and admire.

- Compile a list of questions to ask local leaders who have been invited to participate in a forum on "What It Takes to be Successful in Today's Society".

- Research the varying perceptions of success in the following societies:

Japan	Mexico	China
Russia	Germany	Ethiopia

- Research various awards/recognitions given to successful people. What is the award called? What criteria are used for determining the winner of the award? How many are given? How often are they presented?

- By looking at people considered to be successful throughout history, evaluate how our definition of success has changed. What events may have been contributing factors? What does this tell us about ourselves and our society?

- Choose a particular group of people that has been somewhat overlooked in books. Prepare an annotated bibliography of books that you think would appeal to young adults looking for successful people in this group. Use publishers' catalogues for recent releases, Books In Print, Subject Index to Children's Books.

- Compose a letter of invitation to local leaders explaining our study in this unit and inviting them to participate in a forum on success by sharing their personal triumphs and failures as they pursued their goal.

- Many people have formulated theories and proposed methods on how to become a success in life. Research one of these theories and share it with the class in an oral presentation.

- Write your prescription for turning failure into success.

+ Questions for Discussion

- Why are there not as many successful women in American History as there are men?

- Does the American mind need a "hero" to look up to? What is the connection between hero worship and successful people in our society?

- Are humanitarian and moral values affected by success?

- How are extrinsic and intrinsic rewards related to success?

- What is a wasted life?

- Is there a formula for success that can be applied to everyone's life?

- What is the role of attitude in determining a person's success or failure?

- Does the most qualified person usually win in school elections? Governmental elections?

- Discuss the following statements:

  -Success or failure in life is determined in part by the choices that an individual makes for himself.
  -Success comes at a high price.
  -As you think, so shall you become.
  -One man's problem is another man's opportunity.
  -Today's decisions are tomorrow's realities.
  -We tend to be an instant-gratification society.

- Is it necessary to create conditions within ourselves to ensure success?

+ Home Learning Activities

- Watch the news and other programs to determine how the media affects the public's view of success.

- Ask your parents to relate individual successes in their own lives.

- Using "Do's and Don'ts of Interviewing", interview a person you consider to be successful. (See Appendix II)

- Discuss with your parents situations in which people must decide whether to compromise their values for success. Share your thoughts and ideas.

- Survey teachers, administrators friends, and family in regard to their opinions about success.

+ Values Activities and Problems

- Watch and discuss values films which correlate success with self-concept, leadership, etc.

- Some people often pay a high price for success. Discuss the following situations.

  - Frank is really enjoying his new job with a prominent marketing company. By accident he discovers the skimming of profits from the company by his supervisor. His supervisor shows Frank how he can be a very wealthy man in only a short while and have his own firm. Frank has many financial responsibilities and has always dreamed of owning his own company. Will Frank compromise his values to obtain financial success? What are the possible consequences of his dilemma?

  - Sammy has never been very popular in school. His secret desire is to accomplish something that will raise him higher in the eyes of his fellow students. When the school offers a $100 prize for the student who designs a new paper recycling program for the school, Sammy tries very hard to come up with an idea. After many unsuccessful attempts, Sammy steals Doug's plan from his notebook and submits it as his own. The plan is chosen and Sammy wins the cash prize. As his classmates congratulate him, Sammy has mixed feelings. Does he admit another failure or keep quiet and enjoy the recognition of success?

- If you were told today would be your last day of life, how would your day be different?

+ Culminating Activities

- Write a "Guess Who?" description of a successful person to share with the class.

- List 5 qualities of a successful person you would most like to possess. Tell how you might achieve these qualities and how they would help you achieve your personal goals.

- Select one of the following writing forms to describe a person you admire for his/her accomplishment in life.

  a. a radio script
  b. a play
  c. a comic strip
  d. a narrative poem
  e. a song

- Chart the strengths/contributions and weaknesses/problems of a successful person you have read or learned about during your study of this unit.

- Conduct the forum on success with the attending guests. Follow-up with thank you notes to those local leaders who participated in the activity.

- Review the people you have learned about in this unit. Some will probably really stand out because of their accomplishments. If you could select 5 to be recognized in an ATTAINMENT HALL OF FAME, whom would you choose? Tell why each person you select deserves this recognition.

- Re-evaluate your personal definition of success composed at the beginning of the unit. Has your perception of success changed any? If so, how?

- Evaluate your goal setting log. Were you able to reach the daily, weekly and six weeks goals you had set for yourself?

EVALUATION

- Tape record or video tape an interview or conversation to illustrate the contributions and/or qualities of a person you consider to be successful.

- Create a picture, collage, or other art form to illustrate outstanding qualities in a person you admire.

- Write daily inserts in a diary for a person, "A Day in the Life of ...," which reflect those qualities which have contributed to his/her success.

- Study the collective biographies in our school library. Devise a plan to inform students about the people featured in these books. Produce a promotional bulletin board, display, handout or other material that could be used in the library.

- Dramatize the incident(s) in a person's life which made him/her successful.

- Put together a slide presentation with music about the person you selected as your admired "success."

- Make a book of "Great Success Stories" including profiles of successful people from the following categories: one personal acquaintance, one local leader, and one each from any three other categories. The final "chapter" of your book should be your "success" story as you visualize yourself 20 years from now.

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APPENDICES

Appendix I - QUOTATIONS

Don't kill the dream - execute it. (Robert Schuller)

The me I see . . . is the me I'll be! (Robert Schuller)

There will never be another now -
I'll make the most of today.
There will never be another me -
I'll make the most of myself. (Robert Schuller)

They who give have all things;
they who withhold have nothing. (Hindu Proverb)

Success is getting what you want;
Happiness is wanting what you get. (Bertrand Russell)

A successful man is he who received a great deal from his fellow-men,
usually incomparably more than corresponds to his service to them. (Albert Einstein)

What lies behind us and what lies before us are small matters compared to what lies within us. (Ralph Waldo Emerson)

You can think your way to failure and unhappiness, but you can also think your way to success and happiness. (Normal Vincent Peale)

A positive attitude will reduce friction to a fraction. (POPS)

Dreams will never materialize, if we act as if we're expecting the world to make our dreams come true. (POPS)

Every job is a self-portrait of the person who did it. (Unknown)

There is always room at the top. (Unknown)

The price of success is the willingness to work. (POPS)

Dream of success, but don't try to achieve it by SLEEPING on the job. (POPS)

The most harmful thing about a handicap is our opinion of it. (POPS)

+ Appendix II - DO'S AND DON'TS OF INTERVIEWING

Avoid "yes/no" questions.

Pursue an issue.

Come back to a question that is not fully answered.

Engage in conversation.

Don't cut the person off. Be patient and listen carefully.

Keep notes on things you forgot to ask.

The more interested you are in the person the more interesting the stories will be.

Watch out for serendipity (looking for one thing and finding another).

Develop a plan but remain flexible.

Do not interject your own prejudices.

Try to get complete, accurate and candid information.

WHAT IT MEANS TO BE AG: FREE TO BE JUST ME

Margo M. Elder

INTRODUCTION

The purpose of this unit is to help gifted and talented students decide who they are and how to cope with that knowledge. It is especially important because AG students are often idealistic. In addition, they are frequently keen observers of the behavior of the people around them; but this ability to observe does not guarantee that they can interpret these behaviors well. Instead, they have a tendency to form unrealistic, often idealistic assumptions about their social abilities and memberships within groups, about parent expectations, and about their own expectations or standards. Since these assumptions may hinder social or academic progress, gifted children cannot always come to terms with who they are or the directions they wish their lives to take without some direct teaching approaches. Since we assume that they will accept future creative leadership roles, it is up to us, the teachers of gifted students, to provide them with opportunities to examine and identify their own learning styles, their own identities, their own perceptual problems, their own values systems, and the resulting ways in which they relate to others socially. Only then can we really empower them to become the best persons they can possibly become.

This unit has been designed to aid sixth grade gifted students in a resource room, especially when a particular concern surfaces; e.g., the students report a great deal of teasing or taunting from classmates about being labeled AG or being "weird," or when classroom teachers report that the AG students are treating classmates in an inferior way. It is designed for "pick and choose" approaches, but ideally, if handled in its entirety, it will last approximately five to six weeks.

OBJECTIVES

By the conclusion of this unit, students should:

- be able to identify the criteria for AG placement, and specifically, the criteria for their state's AG program.
- be able to identify famous, successful people who would not have met these criteria ("famous losers").
- be cognizant of the misconceptions regarding gifted people.
- understand intelligence quotient and its limitations as a measure of giftedness.
- have evaluated their own perfectionist tendencies.
- have synthesized ways to accept teasing about being gifted.
- have applied the Creative Problem Solving (Parnes) approach to the problem of how to make friends.

- have created ways to cope with parents through brainwriting, brainstorming, situational checkers, or role-playing.

ACTIVITIES

+Introductory Activities

- The teacher will "stage," with the help of two younger students from fifth grade, a situation in which the discrepancy between expectations for the gifted and the non-gifted is made clear. Immediately after the "staged" skit, follow it up with a journal-writing assignment. Allow time for oral comparisons. (APPENDIX I)

- View The Dark Crystal; compare and contrast the giftedness problems of the protagonist and his resolutions with yours.

- Sing Rudolph, The Red-Nosed Reindeer; compare and contrast Rudolph's giftedness problems and resolutions with yours.

- Generate a critical attributes list of what students think they know about what it means to be gifted. Post the list and correct it periodically.

- Students will read to prepare for a teacher-directed discussion centered on "What would a more effective or efficient definition of giftedness be?" (Based on The Gifted Kids' Survival Guide ages 11-18), pages 19-32 or What Makes You So Special? Hold the discussion. In teams, create a new profile sheet or matrix or scale which you would like to see the administration accept. (SEE SOURCES)

+Developmental Activities:

- Introduce and locate a "Question Box" with rules for the kinds of questions to deposit questions on the nature of being gifted which they would like to hear answered by local "experts" during a later panel discussion.

- Observe and record in daily journals their reactions to any one of "The Eight Great Gripes of Gifted Kids" from The Gifted Kids' Survival Guide.

- Identify on an overhead transparency the N.C. criteria for AG placement and its variations; make up an imaginary student and let the group complete his/her matrix to see if she/he qualifies with the necessary 98 points.

- Create and enact role-plays on the following subtopics:
  - an AG teacher explaining to a parent why her child failed to make AG
  - as classroom teacher counseling a very smart girl who covered up her intelligence too well
  - an AG parent requesting additional testing for his culturally different son who failed to qualify for the AG program.

- Read about famous gifteds who appeared to be losers at first in The Gifted kids' Survival Guide, pages 33-45 and in Perfectionism What's Bad About Being Too Good?, page 16 and pages 54-55.

- Conduct a survey of classmates and produce a diagram or graph designed to show general attitudes toward teacher nominations.

- Conduct a survey of classmates and produce a diagram or graph designed to show general attitudes toward peer nominations.

- Contrast the positive and negative effects of knowing one's own IQ score by applying reverse brainstorming.

- Read about perfectionism in The Gifted kids' Survival Guide, pages 73-78, or in Perfectionism: What's Bad About Being Too Good?, pages 9-14, 15-28, and 41-43, to prepare for a synthesis activity. Choose from:

    - Compose an imaginary news article about the negative aftermath of a perfectionist's method of doing something; aim for the tragic or humorous.
    - Create an invention which would help a perfectionist overcome his/her perfectionism.
    - Compare on two flow charts the cause-effect chain of events set off by a perfectionist's action (one negative and one positive chart).
    - Categorize on a chart those jobs where perfectionism would be beneficial and those jobs where perfectionism would be detrimental.
    - Design a Rube Goldberg-like cartoon showing the negative end-result of being a perfectionist.
    - Apply Creative Problem Solving to a perfectionist's problem. (APPENDIX II)
    - Read The World's Greatest Expert on Absolutely Everything is Crying or Dancing On My Grave. Share with class by giving a "Reading Rainbow" book talk.

- Write a persuasive journal entry, evaluating his/her own perfectionism level.

- Read the sections on "teasing" and "friendships" in The Gifted Kids' Survival Guide, pages 80-102, to prepare for and participate in a Creative Problem Solving session on each/either. Evaluate through the final step, acceptance-finding.

- Select a novel from the Source List (all are appropriate for AG students). Learn the methodology of making a filmstrip; read the novel; create and share in AG class the U-Film filmstrips.

- Brainwrite and share every method you are already using to cope with your parents and their expectations for you.

- Brainstorm every method you are already using to cope with your parents and their expectations for you.

- Read The Gifted Kids: Survival Guide, pages 104-113, or Perfectionism: What:s Bad About Being Too Good?, pages 97-106, the section on parents.

- Role-play one or more of the following situations:

    - "Your parents scold you for not acting more responsibly about a long-term project for school."
    - "Your best friend is several years older than you, but your mom reacts negatively to the two of you spending so much time together now."
    - "You're reluctant to tackle tennis because your parents will belittle your efforts with statements like, "If I can do it, you can do it."
    - "When I was your age....."

- Take a field trip to the local county/city library. Learn how to use the Reader's Guide to Periodical Literature. Research recent magazine articles about parenting gifteds. Return to school. Write a journal entry on what it must be like to be your parents.

- Invite an editorial cartoonist to visit to teach the students how to produce insightful cartoons.

- Hold a panel discussion, using as a starting point the questions from the Question Box. Invite high school students who have been identified since upper elementary years, college students with a lengthy history of being identified, and parents of gifted to participate.

+Culminating Activities

- Write an editorial on any aspect, positive or negative, of being identified gifted to submit to the NCAE Journal or The Gifted Child Today.

- Compose a song on some aspect of being gifted and share it with AG peers. Record it on a cassette.

- Draw conclusions about what it really means to be AG in an essay or a video-tape.

- Select a Shel Silverstein poem which opitomizes the nature or the problems of being gifted. Draw conclusions in an essay regarding why it best epitomizes being gifted. Write your own poems(s) about what it means to be gifted.

- Produce an editorial cartoon, or a series of editorial cartoons, which depict the "high" and "low" points about being gifted.

- Hold a ceremony and bury a time capsule to be retrieved six years later. Include in it: the letters, videotapes, cassettes, poems, essays, and editorial cartoons. Also, include a list of predictions about how the status or problems of AG students are likely to have changed in the intervening years. You might want to include a forecasting list or article on how students think problems associated with being gifted

have affected them in the last six years. Try to provide newspaper coverage. Plan a retrieval party.

+Discussion Questions

- How can we, as gifted students, include the "borderline" pupils in more events?
- What value does humor play in coping with parents and parent expectations?
- What would happen if more students at _____School were identified?.. in the near future? In the distant future?
- Suppose our county begins to identify gifted children for placement in second grade, instead of at the end of third grade. What advice would you give them?
- What would happen if budget cuts meant that there would be no AG program at our school at all?
- Predict life in _____County for the gifteds who choose to drop out.
- How is being gifted like a whistle? ...a sailboat? ...a sloth?
- Now that you know more about the learning styles, characteristics, identification problems, problems with perfectionism, and expectations of gifted people, how do you think this knowledge will affect you in the setting of goals?

+ Homelearning Activities for Parents.

- Watch TV with your child. Help him/her compare and contrast ways gifted characters are depicted on soap operas or situation comedies. Discuss how we could provide a truer picture of gifted people on these shows.
- Discuss ways you and your child can give each other "signals" regarding the over-stepping of boundaries, especially in front of others, so that expectations don't infringe. Example: a cough from your child could signal you to quit reminding him/her of his/her shortcomings in front of his/her friends.
- Discuss with your child his/her concerns about being re-evaluated at the end of the three-year period.

EVALUATION

- Display, view, listen to, share: journal entries, essays, videotapes, poems, charts, diagrams, flow charts, book talks, filmstrips, inventions, newspaper articles, editorials, editorial cartoons, and Goldberg-like cartoons. Respond to them as a class; teacher will respond privately, also.

- Submit for publication in The NCAE Journal or The Gifted Child Today various items listed in Culminating Activities.

- Self-evaluation: Students should be involved in selecting the very best, most representative works or projects for inclusion in the time capsule.

SOURCES

+ Fiction for youth:

Bottner, B. The World's Greatest Expert on Absolutely Everything is Crying. New York: Dell Publishing Company, 1984. (perfectionism)

Conford, Ellen. And This is Laura. Boston: Little, Brown, 1977 (identity)

Cresswell, Helen. Ordinary Jack. New York: Macmillan, 1977 (identity, differentness)

Danziger, Paula. The Cat Ate My Gymsuit. New York: Dell, 1974 (identity, leadership)

Fitzhugh, Louise. Harriet the Spy. New York: Harper and Row, 1964. (differentness, getting along with others, friendships)

Greene, Constance C. A Girl Called Al. New York: Viking, 19969. (identity, nonconformity, differentness)

Gripe, Maria. In the Time of the Bells. New York: Delacorte, 1965. (aloneness and differentness, social expectations)

Jarrell, Randall. The Bat-poet. New York: Macmillan, 19963. (aloneness and differentness, uniqueness of perception)

Konigsburg, E. L. George. New York: Dell, 1970 (self-acceptance and identity)

Konigsburg, E. L. Jennifer, Hecate, Macbeth, William McKinley and Me, Elizabeth. New York: Atheneum, 1967. (friendships and differentness)

Krumgold, Joseph. Henry 3. New York: Atheneum, 1967. (identity, differentness)

Latham, Jean Lee. Carry On, Mr. Bowditch. Boston: Houghton Mifflin, 1955. (identity, perfectionism, difference, goal-setting)

L'Engle, Madeleine. A Wrinkle in Time. New York: Farrar, Strauss, and Giroux, 1962. (identity, differentness)

Lowry, Lois. Anastasia Krupnik. Boston: Houghton Mifflin, 1979. (identity, self-awareness)

Paterson, Katherine. A Bridge to Terabithia. New York: Crowell, 1977 (differentness)

Peck, Robert Newton. A Day No Pigs Would Die. New York: Dell, 1972. (identity, differentness)

Rodgers, Mary. Freaky Friday. New York: Harper and Row, 1972. (identity, differentness, parent expectations)

Sebestyen, Ouida. Words by Heart. Boston: Little, Brown, 1968. (identity, differentness of blacks, black gifted)

Tolan, Stephanie. A Time to Fly free. New York: Scribner, 1983. (differentness, sensitivity)

Voight, Cynthia. Building Blocks. New York: Atheneum, 1984. (getting along with and being tolerant of others, identity)

Wojciechowska, Maia. Shadow of a Bull. New York: Atheneum, 1964. (identity and parent expectations:

+ Non-fiction for youth

Clark, B. Growing up gifted. Los Angeles: Charles E. Merrill Publishing Company, 1979.

Heller, Sherri Z. What Makes You So Special? Phoenix: Thinking Caps, 1979.

Kirkland, G. Dancing on My Grave. Garden City, New York: Doubleday and Company, Inc., 1986 (perfectionism)

Leman, K. The Birth Order Book: Why You Are The Way You Are. Old Tappan, New Jersey: Fleming H. Revel Company, 1985.

LeShan, Eda. What Makes Me Feel This Way? Growing Up With Human Emotions. New York: Macmillan, 1972.

Losoncy, Lewis E. Turning People On: How to Be an Encouraging Person. New York: Prentice Hall, 1977.

Rosenman, R. H. and M. Friedman. Type A Behavior and Your Heart. New York: Fawcett Crest, 1974.

+ Teacher Reference Books and Supplementary Materials

Adderholdt-Elliott, Miriam. Perfectionism: What's Bad About Being Too Good? Minneapolis, Minnesota: Free Spirit Publishing, 1987.

Beamon, Glenda W., Publication Editor. The Gifted Side, Volume I. The North Carolina Association for the Gifted and Talented, Inc., 1990.

Galbraith, Judy. The Gifted Kids' Survival Guide (ages 11-18). Minneapolis, Minnesota: Free Spirit Publishing, 1983.

APPENDICES

- Appendix I: "Staged" Introductory Activity

Two younger (fifth-grade) students should be selected prior to the writing stage of this activity by the AG teacher; one should participate in the AG program; the other should be a student who does not participate in AG, but is perceived by his/her classmates as being very industrious and very bright, too!

Take these two students aside, explaining that the first one (AG member) should be carrying a stack of heavy textbooks or lugging an apparently heavy backsack. The other student should carry a much lighter stack of books.

Ask them to appear suddenly outside the AG room's door, lugging books, and loudly discussing their homework assignments. Be sure that the AG student knows to add details of page numbers in each subject, how long he/she thinks it will require to finish it all, and the extracurricular activities the homework will interfere with. Get the other student to practice "happy" body language and smug looks. Make sure he/she knows to downplay homework and to rub it in that he/she is keeping an A average, too!

Arrange a signal: raised eyebrow, cough, etc., by which they will know to "wind up" and give the bogus written message which they then present as their reason for coming to the AG room's door.

Immediately follow-up with a journal entry: Allow the AG 6th graders to write (a designated time limit may be imposed) on the topics: "What did you just witness? How do you feel about it?" Allow time for oral comparisons.

Note: Obviously, this whole staged event will work only if the 6th graders are familiar with the two fifth-graders and also perceive them as being bright and industrious.

+ Appendix II: A Perfectionist's Dilemma

Adele's project on "blacks who fought in the Civil War" is due tomorrow. All of her friends in the 8th grade started writing the final copy of their research papers several weeks ago. Adele has taken detailed notes on note cards; she has a lengthy bibliography ready to prove she has read a variety of materials in preparation for the project. She even envisions a sculpted bust of a famous black NCO as part of her completed project. She has not written the final paper. She has not sculpted the bust. She can no longer relax because she is very nervous about completing the project. When questioned by her mother, Adele expresses hostility toward her social studies teacher for imposing such a complicated project in such a short time frame. She does know where she can purchase suitable sculpting materials; she already possesses a silhouette as well as a full-face portrait of her subject. She resents richer friends who own

computers and printers, because she is sure their finished work will look far superior to hers. So for the last few weeks, she has spent her study time on her bed, reading through her note cards, but doing nothing with them. Every night, she goes to bed with a heavy heart: nothing accomplished again.

ALL MEN ARE CREATED EQUAL-OR ARE THEY?

Jacqueline R. Anderson

INTRODUCTION

Everyday everyone is affected by various prejudices-prejudices toward race, sex, religion, age, handicaps, and others. How we deal with these prejudices will determine the quality of our lives. The purpose of this unit is to enlighten gifted students in regard to these still-exiting prejudices and to help them appreciate the struggles of millions to overcome these prejudices. After completing this unit, the student will have a more profound awareness of existing prejudices-prejudices belonging to themselves and others. They will be able to analyze these prejudices and have an understanding of not only the sources but also possible solutions. Also, they will have a more acute appreciation of the struggles and sacrifices others have endured.

This is an especially important topic of study for gifted students because these students have been described as sensitive and concerned with fairness in the world. They have the potential to change the world and need to be as well informed on social issues as possible. This unit will also help them explore moral issues within themselves, and to create possible solutions to these problems. By looking at some of life's basic questions about equality and right and wrong, they will learn to think more critically and become more tolerant.

This unit is designed for an eighth grade reading class for academically gifted students, but could easily be adapted for other classes and grade levels. The unit is planned for a 4-6 week time period, depending on the activities selected. With expanded use, this unit could be a year-long activity.

OBJECTIVES

After completing this unit, the student will be able to:

-Read and analyze the novel To Kill A Mockingbird, looking closely at the theme.

-Relate significant events in history pertaining to civil rights.

-Research individuals significant to civil rights.

-Compare and contrast various methods of obtaining rights

-Analyze and evaluate their own prejudices.

-Identify moral issues.

-Develop critical thinking skills, independent and creative thinking and writing.

-Create a plan for reducing prejudice.

-Identify clearly the various prejudices existing in our world.

-Discover a method of dealing with prejudices.

ACTIVITIES

+ Introductory Activities

-Brainstorm with the entire class the following questions:

"What is prejudice?" and later "What is equal?".

-In small groups, share examples of prejudices; share with the entire class when completed.

-Orally read "King: Nobel Lauraet" from supplemental text With The Works.

-Orally read "Helen Keller" from text Introducing Literature.

-Read to To Kill A Mockingbird independently; analyze the theme and characters in class.

-Choose at least one other novel dealing with prejudice and complete an analysis on the book. (e.g., Flowers For Algernon, The Scarlett Letter, The Story of Anne Frank)

+ Developmental Activities

-Role play an instance where the student assumes the role of a minority. (e.g. the only handicapped students in the class, a woman getting less pay than a man for the same job, etc.)

-Write a newspaper account of a significant event in civil rights.

-Create a dialogue depicting yourself as a minority in a social scene. (e.g., wanting to join an exclusive club, applying for a job, etc.)

-Hold a seance to "call back" a famous figure in civil rights and interview that person.

-After researching the information, debate an issue concerning civil rights. (e.g. "quota hiring", alternate admissions policies for minorities, unequal pay and jobs for women, etc.)

-Perform a still drama (as frozen animation) to create scenes from social problems due to prejudices.

-Develop a time line of important dates in the history of civil rights.

-Develop a "now and then" chart illustrating the advances made in civil rights.

-Rewrite an aspect of history depicting civil rights showing changes in society if certain situations had been handled differently.(e.g., Martin Luther King had lived, Hitler had been stopped before the Jews were executed, etc.)

-Generate an imaginative account of an experience in which you were shown discrimination.

-Plan a forum on individual rights discussing an aspect of rights which needs to be improved.

-Compose a biographical sketch of a famous civil rights leader.

-Write and submit to a newspaper an editorial supporting one side of a prejudical issue.

-Compare and contrast the steps used to solve women's rights and civil rights for blacks.

-Pretend that you are a member of Congress at the time Civil Rights, women's rights, and other social legislation involving prejudice was ratified. Tell how you voted and explain why you voted as you did.

-Create and submit for publication a political cartoon showing your opinion of a prejudical issue.

-Produce a collage that depicts prejudice to you.

-Compose a journal that depicts any prejudices that you may witness.

-Create a poem about prejudice.

-Prepare a eulogy for a famous leader in civil rights.

-Prepare and produce a news broadcast depicting an event in which prejudice is the main theme.

-Rewrite an event in civil rights history that ends with a happy ending.

-Pretend that a future anthropologist finds artifacts dealing with a prejudical issue from this time period. Deduce what may be said about the state of civil rights from those artifacts.

-Prepare for delivery to the state legislature your position on a particular civil rights issue. Defend your position on this issue. (e.g., Equal Rights Amendment, desegregation of schools, etc.)

-Appraise the progress of a minority group for the past twenty years.

-Formulate a plan to overcome the prejudices of a particular minority. Tell what you think would make a difference.

-Recreate the ending of To Kill A Mockingbird to erase all signs of prejudice.

-Explore and analyze the new prejudices against AIDS victims.

-Research the 19th Amendment. Tell how amendments to the U. S. Constitution are made.

-Debate current discrimination issues. (e.g., Should girls be allowed to play Little League? Sould girls be allowed to join the Boy Scouts? Should women be allowed to fight on the front lines in war? Should minorities be considered for a job just because they are a member of a minority?)

+ Culminating Activities

-Essay and objective test on To Kill A Mockingbird.

-Analysis on additional novel.

-View, discuss, compare and contrast the movie To Kill A Mockingbird.

- Create, produce, and present a one act play with prejudice as the theme.

-Dramatize the life of a famous civil rights leader.

-Plan a field trip to the Afro-American Center in Charlotte, N.C.

-Plan a field trip to the Women's Resource Center in Hickory, N. C.

-Invite a local editor of a newspaper to class.

-Invite a political cartoonist to class.

-Plan a visit to a local rest home, children's mental hospital, handicapped center, etc.

+ Differentiated Activities

-Complete a family tree of a famous civil rights leader.

-Read and interpret the "I Have A Dream" speech by Dr. Martin Luther King

-Research and report on one of the following:

League of Women Voters

Council of Women

NAACP

NOW

Council On Aging

The Anti-Defamation League of B'nai B'rith

-Write a diary from the viewpoint of a famous civil rights leader including important events and personal feelings they may have experienced.

-Consider that the United States had made no progress in the area of civil rights in the past fifty years. Describe how the lives of our people might be different.

-Change places with a famous civil rights leader. How would you have reacted in his/her place.

-With a partner, create a crossword puzzle or a search word puzzle with the clues pertaining to prejudice.

-Compose a chart of major religions, noting their similarities and their differences.

+ Home Learning Activities

-Interview a person knowledgeable in one area of civil rights that lives in your area.

-Discuss with your family their views on civil rights and prejudices. Formulate a family plan to overcome prejudices.

-Maintain a journal of television shows, cartoons, newspaper articles, etc. that deal with prejudices.

-Devise a survey to determine the prejudices in your neighborhood; analyze the results.

-Write a letter to an organization that tries to overcome prejudices to discover methods to combat prejudices.

-Make a scrapbook of prejudical incidences that occur and brainstorm solutions to these incidences.

-Produce a filmstrip about an important figure or event in civil rights.

-Predict the status of civil rights in twenty years. (e.g., how will problems have been solved, where minority groups will be socially, etc.)

- Design a book cover for a book dealing with civil rights. Display the cover in the Media Center.

-Comprise a list of ten people important to civil rights.
List them in order, giving reasons for their rankings.

EVALUATION

-Test on To Kill A Mockingbird.

-A novel analysis on selected novel will be required.

-Successful participation in developmental and other activities.

-Class presentation of activities.

RESOURCES

To Kill A Mockingbird - Harper Lee

With The Works - Supplemental Textbook

Introducing Literature - Adopted Textbook

To Kill A Mockingbird - Movie

Reducing Adolescent Prejudice - Nina Gabelko & John Michaelis

Teacher They Called Me A _____, Deborah Byrnes, Ph. D.

Being Fair and Being Free, Anti-Defamation League of B'nai B'rith

Loyalties, Whose Side Are You On? - Dr. William Goddykoontz

Prejudice Project. - Anti-Defamation League of B'nai B'rith

APPENDIX A RECOMMENDED READING LIST FOR STUDENTS

A Majority of One - Leonard Spigelgass

Anchorwoman - Jessica Savage

Against All Odds - Tom Helms

The Autobiography of Miss Jane Pittman - John Griffin

Black Like Me - Lorraine Hansbury

Bury My Heart At Wounded Knee - Dee Brown

Classmates By Request - Hilda Corman

Empress Of Russia - Iris Nobel

Harriet Tubman - Ann Retry

Helen Keller - The Story of My Life - Helen Keller

I Always Wanted To Be Somebody - Althea Gibson

I Heard The Owl Call My Name - Margaret Craven

Ice Castles - Leonore Fleisher

My Life - Golda Meir

Move Over, Wheelchairs Coming Through - Ron Roy

Our Cup Is Broken - Florence Means

Pastures of the Blue Crane - Hesba Brinsmead

Roll Of Thunder, Hear My Cry - Mildred Taylor

Sam - Barbra Corcoran

Sounder - William Armstrong

Shirley Chisholm - Iris Nobel

Shuttered Windows - Florence Means

Susan B. Anthony - Iris Nobel

Strongest At Broken Places - May Cleland

The Contender - Robert Lipsythe

The Hiding Place - Corrie Ten Boom

The Promised Land - Kristin Hunter

Trying Hard To Hear You - Sandra Scoppertone

The Other Side Of The Mountain - E. G. Valens

Us Maltbys - Florence Means

APPENDIX B SUGGESTED MOVIES

Charly

To Kill A Mockingbird

The Other Side Of The Mountain

Who Are The Debitts and Where Did They Get Nineteen Kids?

The Story Of Anne Frank

APPENDIX C TERMS TO KNOW

ethnic
minority
prejudice
quota hiring
discrimination
racism
reverse discrimination
civil rights
disabilities
desegregation
sexism

TAKING THE RISK OUT OF RISK-TAKING

Mary Beth Benfield

INTRODUCTION

"We have nothing to fear but fear itself"
Franklin D. Roosevelt

Although the above quote may sound trite because it is so often quoted, the simplistic wisdom rings true especially today. As a product of our varied and complicated lifestyle there are some basic common fears that in order to be successful we must either cope or overcome. One of the most common themes to keep in mind is that everyone has fears, usually of rejection or failure, and that the way to achieve is learning to overcome or cope with these fears. As a type of parallel, often the fears of rejection or failure are a result of ignorance. The main objective in today's schools should be the teaching of good decision-making and problem - solving skills so our youth will be better prepared to face a life that is complicated.

The purpose of this unit is to better equip students to deal with the anxieties, fears, and uncertainties they must face everyday. This will be accomplished through an indepth look at social fears through literature, history, current events, and most importantly 'TEACHING THROUGH ADVENTURE' a course that emphasizes cooperative learning as a method of gaining self confidence.

This unit is particularly well suited to academically gifted students because the social fears discussed above are ones they must often cope with because of their "giftedness". This across-the-curriculum thematic study of fear will strive through the teaching of problem-solving and decision-making to teach these necessary skills.

While this unit is designed primarily for sixth-eighth grade, it could easily be reconstructed for older, younger, or less advanced students. While this theme could be taught for an entire year, it could easily be taught in six weeks. Since today's AG students will be facing more competition than ever, the goal of this unit is to teach strong coping techniques to enable students to take control of their lives.

OBJECTIVES

At the conclusion of this unit the learners will be able to:

- Identify fears and anxieties within themselves.
- Determine situations that make them uncomfortable and determine what coping techniques might be used.
- Analyze themselves and comprise a prioritized list of the fears they need to overcome.
- Compare and contrast their fears with those of their peers.

- Compare and contrast their fears with those of their parents at the same age. How are they different?

- Conclude that all people have fears and that in order to live a successful life those fears must either be dealt with or conquered.

- Design and implement a "Ropes Course" or an "Adventure In Learning". (See Appendix I)

- Discuss with a person in authority (e.g., guidance counselor, school psychologist, or child psychologist) their insecurities and possible solutions.

- Evaluate through student designed questionnaires the most common fears of their peers.

- Design and choose a self action plan of overcoming their fears.

ACTIVITIES

+ Introductory Activities

  - Listen to a recording and watch the video of Billy Joel's song, "Second Wind", which he wrote as a result of his best friend's son's suicide. What problems in the song do they face and how might they solve them?

  - The class will brainstorm for five minutes all the things that scare them. Their responses will be written on the board or the overhead.

  - The students will then be divided into groups of 3 or 4 to write a skit illustrating one of the brainstormed fears. They will then perform the skit for the class. A possible skit could be asking a boy/girl for a date.

  - After the skit performance the students will write in a journal entry of their reactions and possible solutions to the problem. This journal should be kept until the end of the unit to measure personal growth.

+ Developmental Activities

  - The students will research at least five famous and historical figures who have faced fearful situations in their lives, yet still succeeded. (See Appendix II)

  - The students will identify different fears through current events and discuss how these fears may be overcome.

  - The students will be given handouts illustrating the proper elements needed to make good decisions or solve problems. (See Appendix III)

- The students will read the novels To Kill A Mockingbird and Where The Lilies Bloom and analyze the fears each character has to overcome and how they accomplished it.

- Compare the art of the German Jewish people well before World War II and just before the war. How did the art reflect the growing paranoia of the reality of the horrendous persecution by the Germans?

- Compare the art of Francisco Goya and Pablo Piccasso. How can you track periods in their life when they were not dealing effectively with fear?

- Create an interpretive drawing of what their strongest fear would look like if it could be seen. If the students are not comfortable with drawing, they could create a collage with the same theme.

- Write a journal entry about a fear that they have had since childhood. Why do they feel it still lingers? How might they put it to rest?

- Discuss dreams/nightmares with the class. Do they express fears they might not have recognized yet and could the dreams be a result of their subconscious trying to cope with something they have not consciously dealt with yet?

- Keep a journal record of problems that appear in the advice columns in the local paper. What fears are addressed? Do you think the advice was sound? Why or why not?

- Have the students write several problems like the ones found in an advice column, and place them in a box. Then have the students draw one out and, using their problem solving skills, attempt to write a response.

- The students will read three novels in which the characters are grappling with a fear. Then complete a brief book report. (See Appendix IV for Book List)

- Research two important scientific discoveries that occurred as a result of terrifying disease or situation, and write a two to three page paper describing the discovery and how it affects us today. (polio vaccine, small pox vaccine, pasteurization, etc. are examples)

- Write a poem illustrating their greatest fear. Then write another poem illustrating how they defeated the fear.

- Compose a list of people the students feel they can go to for help. The list should consist of close friends, relatives, principal, guidance counselor, etc. Make sure the students list people they are comfortable with.

- Watch videos of horror movies that were once considered scary but are now comical. (e.g. The Blob, Vincent Price's Edgar Allan Poe Films, and The Night of the Living Dead.)

- Have students keep a list of concerns in their journals for which they might not be able to find the solutions. Invite a panel of experts to come in and conduct a panel discussion. People to invite could be the guidance counselor, psychologist, principal, respected faculty members, etc.

- Research the songs, costumes, and games of the middle ages. How do they reflect the fears and superstitions surrounding the plague. Edgar Allan Poe's short story, "The Mask of the Red Death" illustrates this even though it was written years after the fact.

- Interview someone who survived the Great Depression of the 1930's. Compare and contrast their fears of survival with your fears of survival today. (e.g., economic, political, etc..)

- Interview veterans of World War II, Korean War, Vietnam War, and the Persian Gulf War. Compare and contrast their fears. How might the fears of the next war be different?

- Investigate several myths by different ancient cultures. How do they reflect the fears and superstitions of the culture? Make a chart illustrating the similarities and differences of their fears.

- Add another section to your fear journals reporting the problems encountered in your favorite TV shows. Outline the fears and concerns addressed in the program and evaluate whether you agree or disagree with the resolution. Were proper decision-making and problem-solving techniques used?

- Examine the effects of AIDS on our society. How has the hysteria from the disease affected the way people live? (e.g.., choosing a doctor, receiving a blood transfusion, changes in dating habits, as well as ethical issues, such as whether the identity of AIDS victims should be made public.)

- Bring in newspaper articles of the tangible and intangible fears that are reported in the press. Predict the ones you think would be the most common. What unusual fears did you encounter? Make a current event bulletin board from the articles.

- Compare and contrast the problems on modern TV shows to the problems on nostalgia TV shows. How are the characters and problems alike and different? Write a character analysis of a main character of a modern show and a nostalgia show. (e.g., Compare and contrast Opie to Bart Simpson.)

+ Culminating Activities

- Take a field trip and participate in a Rope's Course. Through physical activities that are both frightening and challenging, the students will learn to trust and help each other overcome their fears, as well as learn to work in a team. (See Appendix I)

- Design a workshop to present to fifth grade AG students that will be coming to middle school the next year to help make them feel more at ease.

- Rewrite the skit from earlier in the unit along with a new resolution. Video tape the skit and compare it to the first skit. How have you grown as a person? Do you now feel more capable of coping with your fears?

- After working in various groups, comprise your own "courage hall of fame." Be sure to discuss and debate who will be on your list and why.

- After the students mini research opportunities from earlier in the unit, the students will choose one person or event and do a more extensive research that will result in a grammatically correct paper.

- The students will write their own short story, using the theme "Taking The Risk Out of Risk-Taking" to be edited into a video production.

EVALUATION

- Design and implement a modified version of a Rope's Course at school.

- Design and implement a personal plan of action to overcome and to cope with your own fears. Hold a conference with the guidance counselor to analyze the validity of your plan. Be receptive to suggestions.

- Conduct a workshop on "Taking the Risk Out of Risk-Taking" for the rising sixth graders to help them cope with the transition. This can take place at your school or the feeder schools.

- Try out for some activity in which you must deal with the fear and pressure of competition (e.g., oratorical contest, battle of the books, sports team, band, etc.) Did this unit help or hinder you? Write your perception in a brief paper. The class will then regroup and evaluate and modify the unit.

- Make oral presentations on the various research projects at a faculty or PTA meeting. Fan out and get positive and negative feedback from your audience. How many coping skills did you use in this activity?

BIBLIOGRAPHY

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Feiner, Joel and Graham Yost, Taming Monsters, Slaying Dragons. Arbor House, 1988.

Jorgensen, James D. and Timothy F. Fautsko, QUID. Walker and Company, 1978.

Lewis, Hunter, A Question of Values. Harper & Row, 1990.

Rachman, S. J., Fear and Courage. Freeman & Company, 1991.

Reed, Arthea J. S., Reaching Adolescents. Holt, Rinehart and Winston, 1985.

Schoennaur, Alfred W. W., Problem Finding and Problem Solving. Nelson Hall, 1981.

APPENDICES

+ Appendix I - The Rope's Course

The Rope's Course is an cooperative learning, physically challenging course that students take outside. Through the experience students are taught how to trust, participate in a group, and rely on each other. The course consists of trust falls where students climb up on objects and fall into their group member arms, thus trusting them to catch him/her. There are several high element activities where students are encouraged to walk, jump or fall from high places all safely done with them relying on the group for help.

It is this experience that brings adventure into learning, builds social skill, develops self-concept and trust as well as friendships. For more information regarding the Rope's Course, contact:

Michael Barnett
Webb A. Murray Elementary
Rt. 11, Box 1060
Hickory, NC 28601

Dr. Gary G. Nussbaum
Radford University
Radford, VA 24142

+ Appendix II - Courageous People to Study

Charles Darwin	John Quincy Adams	Albert Einstein
Daniel Webster	Sir Winston Churchill	Thomas Hart Benton
Pablo Picasso	Edmund G. Ross	Paul Ehrlich
Madame Schumann Heink	George Norris	Babe Ruth
Robert A. Taft	R. H. Macy	Charles Evans Hughes
Louisa May Alcott	Queen Victoria	Walt Disney
Queen Elizabeth I	Abraham Lincoln	Florence Nightingale
John Creasy	Catherine the Great	Charles Goodyear
Josephine Bonaparte	Thomas Edison	Molly Pitcher
Lee Iacocca	Joan of Arc	Napoleon Bonaparte
Christopher Columbus	Amelia Earhardt	Helen Keller
Sally Ride	Magellan	Madame Marie Curie
Martin Luther	Lucius Quintus Cincinnatus Lamar	

Sources

Profiles in Courage, John F. Kennedy
Perfectionism, Miriam Adderholt-Elliott

+Appendix III - Problem Solving and Decision Making Techniques

1. Define the problem.
2. Brainstorm possible solutions.
3. Examine all the consequences of each possible solution. Throw out any that you are not comfortable with or are too far out.
4. Be sure to examine both angles of the solutions. Look at the positive as well as the negative effects.
5. Seek help if possible either through research or through a qualified person.
6. Finally you are ready to make your decision or solve your problem.
7. Remember you can always change your mind and try another solution.
8. Not all your solutions are going to be great, but this system will allow you to make educated decisions.

Sources

Problem Finding and Problem Solving, Alfred W. W. Schoennauer
A Question of Values, Hunter Lewis

+ Appendix IV - Book List

To Kill A Mockingbird, Harper Lee

Where The Lillies Bloom, Bill and Vera Cleaver

Bridge to Terabithia, Katherine Paterson

The Cay, Theodore Taylor

The Wolves of Willoughby Chase, Joan Aiken

Killing Mr. Griffin, Lois Duncan

Don't Look and It Won't Hurt, Richard Peck

I Am The Cheese, Richard Peck

Home Before Dark, Sue Ellen Bridges

The Diary of Anne Frank, Anne Frank

That Was Then This Is Now, S. E. Hinton

Island of The Blue Dolphin, Scot O'dell

Hatchet, Gary Paulsen

Jacob Have I Loved, Katherine Paterson

My Side of the Mountain, George

My Brother Sam is Dead, Collier

Watership Down, Richard Adams

The Witch of Blackbird Pond, Elizabeth Speare

Where the Red Fern Grows, Rawls

Abby, My Love, Hadley Irwin

Snow Bound, Mazer

Something for Joey, Richard Peck

Homecoming, Voight

A CHANGING WORLD

Pam Bumgarner

INTRODUCTION

The primary purpose of this unit is to explore in depth the cultural, moral, and social changes that occurred in the Old South as a result of the Civil War, thus enabling students to view these changes through concrete examples and characters depicted by Margaret Mitchell's Gone With The Wind. Through a careful and critical analysis, students will study the South's changes as depicted most effectively by the following characters: Scarlett, Rhett, Melanie, Ashley, Mammy and Belle. A secondary purpose is to trace changes as depicted by the characters and the question of how environment or inbred qualities change a person. This unit encompasses both English and history, thus providing for the middle grade student a literary appreciation of the heart wrenching turmoil of America's Civil War.

-This unit of study is important for the following reasons:

- The rich heritage of the Old South needs to be appreciated.
- Prejudice is a product not only of color but also of behavior; e.g., those who react differently from the majority to a given situation.
- "In order for youth to know where they are going, they must know where they have been." (Sherrie Hartsoe)
- Although the Civil War began April 12, 1861 and ended April 9, 1865, the cultural and social changes lasted for nearly fifty years.
- The student needs an appreciation of the turmoil slavery caused.
- Through the study, students will react and see brother against brother and loved one against loved one.

The unit of study has been created with academically gifted students as the learners; however, all students can learn from changed cultural, moral, and social values. Students can assess and discuss Lawrence Kohlberg's theory of cognitive moral development and relate his theory to Margaret Mitchell's characters.

This unit has been integrated for seventh and eighth grade students as a six week unit. Most of the students at this age begin questioning their morals and values, thus the student can perhaps relate to the characters studied.

Teacher tips: This unit has been developed as a study of changed cultural, moral, and social values wrought by the Civil War. However, change is constant to our world; therefore, anything that represents change and its results could be adapted to this unit.

OBJECTIVES

- Integrate negative results of change into positive aspects of challenge
- Analyze causes of Civil War

- Demonstrate a tolerance for the values of others
- Analyze, synthesize, and concur with choices made of characters
- Summarize changes the Civil War brought
- Discern meaning of Lincoln's theory, "A house divided cannot stand."
- Simulate the courage displayed by north and south
- Relate the theme of change in their own lives
- Create solutions for unwanted changes
- Debate the issue of slavery; e.g., one-half representing the north, one-half representing the south
- Generate empathy for those enslaved whether to poverty, tradition, wealth, family, or slavery
- Analyze a commanded respect from "field hands" to white plantation owners
- Justify the characters' changes and realize the need for such change
- Write a paper on unwanted change
- Discern between right and wrong moral dilemmas

ACTIVITIES

+ Introductory Activities

- To begin the unit, the movie, A Special Friendship will be shown to the students. The movie describes a strong bond between a Virginia belle and a freed slave who spy together for the Union during the Civil War.

- Students will view the movie Uncle Tom's Cabin. The movie deals with a respected slave who endures many rigorous, cruel treatments as a slave.

- Read Gone With The Wind.

- Read Road To Tara, a biography depicting Margaret Mitchell's life.

- Determine the meanings of Civil War, abolitionists, and Underground Railroad.

+ Developmental Activities

-Research slavery in the United States from its beginning to the end of the Civil War. Be sure to include the following topics and any others important to this era/subject.
-When and why slavery began in America
-The economic importance of slavery to the South
-The significance of the invention of the cotton gin
-Why slavery was impractical in the North
-The role of the abolitionists
-The role of the Underground Railroad
-The importance and impact of Uncle Tom's Cabin on the slavery issue and Civil War
-The election of Lincoln
-The states which formed the Confederacy

-The Emancipation Proclamation of January 1, 1863
-The 13th and 14th Amendments

- Research the rise of the Confederacy from its beginnings with the succession of South Carolina to its downfall. Include information on Jefferson Davis and "Little-Alex Stephens".

- Research the plantation owner's role. Include any information that is vital in the plantation's nature and survival.

- After reading Gone With The Wind, compile a list of the plantation owners in Clayton County, Georgia as related by Margaret Mitchell's Gone With The Wind. Next, what characteristics do all these individuals share? What are their morals and values? Do they all agree with slavery? Why or why not?

- Research the term "poor white trash" as integrated into Mitchell's novel.

- Give specific examples of "poor white trash" from Gone With The Wind. What are the physical differences between "poor white trash" and those of the "gentry"? Differentiate between the values and morals of each class. Are these morals and values indoctrinated or learned through growth?

- The students will interview history teachers. The interview will consist of the following:

  -What was the Civil War?
  -Compare the North's beliefs with those of the South.
  -Synthesize the reasons for the war.
  -Explain feelings of brother against brother.
  -Explore this theme as seen in Mitchell's novel.

- The students will write a brief summary of their interviews and share this information with the class.

- After class sharing of interviews, students will draft a newspaper dated retrospectively; e.g., April, 1861. The newspaper will be composed of an article describing the Civil War based on their earlier interviews.

- Analyze the character of Scarlett O'Hara.

- Study, trace, and explore Scarlett's character from the beginning of the novel until the denouncement. Explore in depth her character's change.

- List reasons for Scarlett's change. Were these changes due to the Civil War? Discuss Scarlett's choice of morals and values as opposed to other characters; e.g., Melanie, Mammy, Ashley.

- The student will further explore the characters of Rhett Butler, Melanie and Ashley Wilkes, Belle Watling, Mammy, and Uncle Peter.

- The student will study and trace these characters from the novel's beginning until the character's death or last direct involvement, or the novel's end

- The student will list reasons for each character's change. The student will determine whether the change is based on society's expectations, the war's ravages, poverty, wealth, or inbred qualities.

- Antebellum society had a more strict code of honor than the four years of Civil War. List reasons for this. Give examples of a less restrictive code of honor. These examples must come from Mitchell's novel.

- Based on the reading of Road to Tara, the student will integrate the lives of Scarlett and Margaret Mitchell. For example, critics have argued that Mitchell lived her life through that of her characters. Support or deny this using direct quotes from the novel as a basis.

- Prejudice is an undercurrent theme in Gone With The Wind. The student will list examples of prejudice, keeping in mind that prejudice is not limited to race or color.

- Ashley is depicted as having a high honor code full of morals and values; however, Ashley's vulnerable nature does appear. Explain the ambiguity in vulnerability versus strict moralism.

- Explain the ambiguity in the fact that Ashley's feelings about the war are the same as Rhett's; however, Ashley chose from the beginning to defend his homeland.

- Synthesize the ambiguity in Rhett's statement, "to try to make peace with my people.."

- Integrate Scarlett's feelings for Tara. Synthesize how Scarlett's feelings for Tara relate to her morals and values.

- The student will become an 1860s "Dear Abbey". He/She will write a scandalous answer to Scarlett's letter flaunting society's convictions. Use specific examples of her flaunting from the novel.

- Consider how the Civil War forever changed the South. Scarlett is an excellent symbol of the new South. Write a brief paper about the change, using Scarlett or other characters as a representation of change, the new South, and Yankee materialism.

- Compare the Depression Era with that of Reconstruction in the South.

- At one point in the novel, Melanie lies for Scarlett and says, "I'm glad you killed him." What has happened to change Melanie's morals and values?

+ Culminating Activities

  - Write a paper on the similarities between Mitchell's Gone With the Wind and Ernest Dawson's Cynara.

  - Historians, novelists, and readers depict the Old South as moon-lit nights, magnolias gently blooming, and days of leisure. However, Margaret Mitchell's novel does not synthesize the South as total relaxation. Using specific examples from the novel, analyze the conflicting theories.

  - View the movie Gone With The Wind.

  - After reading the novel and viewing Gone With The Wind, integrate the differences. Compile a listing of all differences.

  - Scarlett's true feelings for Ashley are never revealed to Melanie. Discuss Melanie's morals and values of "goodness" and write a short scene in defense of Melanie's values as opposed to Scarlett's morals.

  - Compare the jazz age of glitter and wealth to the slow moving pace and gentleness of the Old South. How are morals and values differentiated?

+ Questions for Discussion

  - Make a list of objectives that describe both Belle Watling and Scarlett.

  - What strengths does Melanie have that sustain the Wilkes' during Reconstruction?

  - Synthesize Rhett's actions. Which of his old values emerge at the novel's ending?

  - List Mammy's loyal characteristics to her owners.

  - Margaret Mitchell, a product of the Jazz Age, writes a novel depicting the Old South. Can the glitter, glamour, and beauty of these eras be compared? How? What relationships do both eras share?

  - What morals does Scarlett share with the "Old Guard"? Synthesize these morals.

  - Compare Belle's and Scarlett's characters. Why are both attracted to Rhett?

  - In what ways are Margaret Mitchell and Scarlett O'Hara alike?

  - Rhett and Ashley both have strong feelings about the war and the "glorious cause." Synthesize these feelings using direct quotes from the novel to support the comparisons.

  - Scarlett O'Hara has been termed as "the earliest liberated female." Use similes from the novel to support this theory.

- Scarlett profuses undying love for Ashley; however, at the novel's end Scarlett no longer feels the same. Why? Do you as the reader believe her love for Ashley?

- Critics argue that Scarlett is a cold selfish woman, but recent theories seem to prove Scarlett right in her motives. Simulate this theory.

- Why do Melanie and Scarlett, even though they have the identical resources at the war's end, react differently? Support your answers with direct quotes.

- Margaret Mitchell's character of Scarlett is first named "Pansy". How do you feel this changes the total character's actions, looks, mannerisms, and relationship with other characters? Simulate how a "Pansy" could have fallen in love with her sister-in-law's husband?

- Margaret Mitchell's first love was Clifford Henry, depicted in the novel by Ashley. Rhett, however, was modeled after Mitchell's first husband, Red "Berrier" Kinnard Upshaw. Red was a college dropout who bootlegged whiskey and tried society's convictions. What if Ashley's character had been modeled after Red? How would this have affected Scarlett's love for Ashley?

- Suppose the South had won the war. What impact would this have had on the epic novel?

- How does the relationship between Rhett and Mammy reveal unusual racial respect?

+ Homelearning Activities

- The student will devise a collection of southern recipes.

- The student and parents will trace their family lineage to Civil War days. A sample family tree should be made available.

- The family may tour southern plantation homes; e.g., Orton Plantation in Wilmington, N.C., Carter's Grove Plantation in Williamsburg, VA, and Hall House in Salisbury, N.C.

- The family can plan and cook a southern meal.

- The family can view several movies depicting the Old South; e.g., Gone With The Wind, A Special Friendship, Uncle Tom's Cabin, North and South, Love and War. Any of these movies may be found in video stores.

EVALUATION

- Research the novels entitled Gone With The Wind: The Screenplay, Gone With The Wind: The Making, Scarlett Fever, and The Tara Treasury. Next, synthesize the problems and challenges faced by David Selznick, the producer. Finally, integrate these problems into the creative problem-solving technique, listing many different answers.

- Conduct a survey among classmates and adults who have read Gone With The Wind. Synthesize reactions and views. Report findings to class.

- Test on Gone With The Wind. This test will be a combination of readings, classroom discussions, and viewings of film. The test will be essay and objective.

- Debate on slavery, states' rights, Lincoln's election, Reconstruction, and changed morals andvalues due to the above.

- Synthesize and plan an "Old South Day" in which students dress as characters from antebellum, Civil War, or Reconstruction periods. On this day, invite students and parents to an old-fashioned southern meal. Sample items to cook are fried chicken, yams, okra, squash, fresh tomatoes, creamed potatoes with gravy, homemade biscuits, black-eyed peas, green beans, creamed corn, apple pie, etc.

RESOURCES

+ Books

Edwards, Anne. Road To Tara. New York: Ticknor and Fields, 1983.

Edwards, Anne. Vivien Leigh: A Biography. New York: Simon and Schuster, 1977.

Farr, Finis. Margaret Mitchell of Atlanta. New York: William Morrow and Company, 1965.

Gardner, Gerald and Modell, Harriet. The Tara Treasury. New York: Gardner, 1980.

Haver, Richard. David O. Selznick's GWTW. New York: Bonanza Books, 1980.

Harwell, Richard. Margaret Mitchell's GWTW Letters 1936-1949. New York: Macmillan Publishing Co., Inc., 1976.

Harwell, Richard and Howard, Sidney. GWTW: The Screenplay. New York: Macmillan Publishing Co., Inc., 1980.

Lambert, Gavin. The Making of GWTW. Boston-Toronto: Little, Brown, & Co., 1973.

Pratt, William. Scarlett Fever. New York: Macmillan Publishing Co., Inc., 1977.

+ Audio-Visuals

A Special Friendship - A Virginia belle and a freed slave spy for the Union during the Civil War.

Uncle Tom's Cabin - A video which discusses slavery as seen through a slave's viewpoint.

North and South - A video depicting two families who, despite the differences of loyalty, remain friends.

Gone With The Wind - Margaret Mitchell's novel depicting the Old South before, during, and after the Civil War.

+ Related Readings

The Autobiography of Miss Jane Pittman

The Hiding Place

Black Boy

Uncle Tom's Cabin

Black Like Me

North and South

Love and War

Times: History of Civil War, Volumes I, II, & III

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EUREKA!
TEACHING THE PROCESS OF INVENTION

Judy D. McGuire

The Salk polio vaccine, Einstein's theory of relativity, Steven Jobs' Apple computer - what do all of these discoveries have in common? Yes, they are all either scientific or technological breakthroughs, but more importantly, they are all products of the creative process. It is this same creativity that is fostered by the inventive process, and it is the goal of this unit to teach children to use creative thinking to identify a problem, generate solutions, and create an invention to solve the problem. Ultimately, the critical and creative thinking skills developed while being involved in the inventive process can be utilized throughout life. In addition, the sense of accomplishment gained by inventing leads to an enhanced self-esteem, making children happier and more successful human beings.

This unit is especially appropriate for academically gifted students because the inventive process focuses on the use of higher level thinking skills. Throughout the process of inventing, children will be practicing the skills of analyzing, synthesizing, and elaborating. The children will also expand their creativity through exercises designed to increase fluency, flexibility, originality and elaboration. The emphasis on these skills constitutes a qualitatively different program for the gifted child.

Although this unit is designed for fourth through eighth grade academically gifted students, it is easily adapted for a regular class. Implementation of the unit may vary. The introductory and developmental activities can be accomplished within a two to three week period. Students should be allowed several weeks to actually develop the invention. Another alternative would be to teach the activities weekly, making this a year long project.

If you would like to have your class participate in the Invent America program, please call or write for the free information early in the school year. (The address and phone numbers are located in the list of resources.)

OBJECTIVES - COGNITIVE DOMAIN

After completing this unit, the student should be able to:

- generate many solutions or alternatives to a problem
- generate many problem areas
- analyze possible solutions for his/her problem area
- evaluate solutions in terms of stated criteria
- design a model of his/her invention
- create experiments to test his/her invention

- modify existing ideas to create new ones
- design a presentation of the finished product for an audience
- combine unrelated ideas to form original ideas

OBJECTIVES - AFFECTIVE DOMAIN

After completing this unit, the student will:

- appreciate the role inventions play in our lives
- gain an enhanced self image by being creative and productive members of society
- exhibit perseverance

ACTIVITIES

+ Introductory Activities

- Make a list of all of the inventions used throughout one day. Choose five and tell why they are important.
- Brainstorm with the class a list of human needs. Then categorize them into two lists: Needs absolutely essential for life and others.
- From the list generated in the first activity, choose five and tell the need each fulfills and what life would be like without it.
- Create an invention time line. Each student can choose an invention or inventor and research his/her topic. Information can then be placed on the time line.
- Students can play WHAT'S MY LINE? Students research an inventor and role play that inventor in front of the class. The class can ask questions and try to guess who is being role played.
- Invite a local inventor to class to talk about how he/she invents.

+ Developmental Activities

- Place the following words on the board: invention, innovation, serendipity. Explain the meaning of these words and how they relate to the inventive process.
- Students should be required to keep a log of their inventive process. They should include all ideas, drawings, and notes about their invention. A list of costs and materials should be included.
- Students can design a collage or mobile to illustrate innovations of a single invention.

- Brainstorm to practice fluency and originality. (See Appendix I for brainstorming rules and ideas.)
- Practice producing alternative solutions to problems. (See Appendix II for ideas.)
- Practice original thinking with , What if . . . scenarios. (See Appendix III for suggestions.)
- Practice elaboration of basic ideas. (See appendix IV for ideas.)
- Since combining and synthesizing ideas are so important, practice these skills. (See Appendix V for ideas.)
- Try Bob Eberle's SCAMPER technique to aid in brainstorming.
- Teach the Sidney Parnes' model of Creative Problem Solving. (See N. C. Curriculum Framework for Gifted Education.)
- Use brainstorming to create a name for the inventions.
- Design a model and scale drawing of the invention.
- Prepare a display of the invention.

+ Culminating Activities

- Have an Invention Fair to choose the most original invention.
- Invite a marketing specialist to speak to the class.
- Students can develop a marketing plan for their inventions.
- Students can create jingles, commercials, etc. for their inventions.
- Invite a patent attorney to talk to the class.

+ Tips for Parents

- Help your child brainstorm ideas for inventions.
- Provide for reasonable requests of supplies. Try to spend as little money as possible.
- Help your child build the model. It is allowed since the project will not be evaluated on the basis of the model.
- Provide a good place to store materials. Make sure it is out of reach of prying siblings.
- Encourage! Encourage! Encourage!!! Perseverance is the key to success.

+ Questions to Stimulate Thought

- Imagine you are blind, deaf, paralyzed, etc. What inventions might help you?
- What might you invent if you were trapped on a deserted island?
- What might you invent if there were no electricity?
- In what ways might you make getting ready for school easier?
- In what ways might you improve a toy you presently own?

EVALUATION

Students can present their inventions to the class to be evaluated according to specific criteria. (See Appendix VI.)

+ Resources (pamphlets, etc.)

- Invent America! Information Packet. Write to:

  Invent America!
  510 King Street, Suite 420
  Alexandria, VA 22314

  For faster service call (703) 684-1836.

- For information on the history of inventions write to:

  Please include a stamped, self-addressed envelope.

  History of Invention
  Invent America!
  P. O. Box 50784
  Washington, DC 20004

- For information on patents, write to:

  U. S. Patent & Trademark Office
  Washington, DC 20231

- For student information, send $1.00 for postage to:

  Invent America!
  Creative Resource Guide
  510 King St., Suite 420
  Alexandria, VA 22314

+ Books and AV materials

Batten, Mary. Discovery by Science, Funk & Wagonalls, 1969.

Caney, Steven. Steven Caney's Invention Book, Workman, 1985.

Cooke, David. Inventions That Made History, Putnam, 1968.

Lambert, David and Jane Insley, Great Discoveries and Inventions, Facts on File, 1985.

Murphy, Jim, Weird and Wacky Inventions, Crown Pub., 1978.

National Geographic Society, Small Inventions That Made a Big Difference, 1984.

Schlesinger, B., Jr., The Art of Successful Inventing, Future Inventors of America, Arlington, VA, 1973.

Weiss, Harvey, How to Be An Inventor, Crowell, 1980.

SFS - The Story of Great American Inventors.

+ Corporate Sponsors of Invent America!

The following is a list of sponsors of the national Invent America! program. You might find them useful in supplying refreshment or prizes for the Invention Fair.

Burroughs Wellcome Fund

The Wellcome Trust

Dow Chemical

K-Mart

Kiwanis International

LegoDacta

Mastercard International

Pepsi-Cola

Polaroid Corp.

+ Correlation with the N. C. Competency Based Curriculum

The following was taken from the Teacher Handbook of the N. C. Competency Based Curriculum, page 648.

The goals of science education realized through science instruction are to:

3. Become proficient in using science process skills: observing, predicting, interpreting data, classifying, controlling variables, inferring, formulating, hypotheses,

experimenting, measuring, formulating models, communicating, using numbers, defining operations, and using space-time relationships.

5. Foster intellectual development

6. Develop an appreciation for the uses, benefits, and limitations of science to society.

7. Develop problem-solving and decision making skills.

8. Foster creativity as a human endeavor.

BIBLIOGRAPHY

1. Shlesinger, B. Edward. "I Teach Children to Be Inventors", Educational Leadership, pp. 572-3, April, 1980.

2. Shlesinger, B. Edward. "An Untapped Resource of Inventors: Gifted and Talented Children", Elementary School Journal, pp. 215-219, Jan., 1982.

3. Taris, James R. "Creative Inventor's Workshop", Middle School Journal, p. 7, Nov., 1985.

4. Torrence, E. Paul, The Search for Satori & Creativity. Creative Education Foundation, Inc., 1979.

5. United States Patent Model Foundation, Invent Americal Information Packet, 1989.

APPENDICES

Brainstorming

+ Appendix I

Brainstorming is a procedure that encourages divergent thinking and the production of many different ideas in a short period of time. It is a method of generating ideas in quantity with the intention of getting the full participation of all group members.

Some of the reasons why brainstorming helps problem-solving groups become more creative are:

- It increases member involvement and participation by members.
- It provides a means of getting the most ideas in a relatively short period of time.
- It makes the session more fun, interesting, and stimulating.
- It reduced the possibility of negative subgrouping, competition, or oneupmanship during the problem solving-process.

TO ASSURE THAT THE BRAINSTORMING SESSION WILL BE A SUCCESS, group members should be familiar with a number of ground rules. These rules are:

- At this point all-criticism or evaluation of an idea is ruled out. Ideas are suggested and placed before the group without evaluation or critical analysis.
- Wild ideas are expected in the spontaniety that evolves when the group suspends judgment. Practical considerations are not important at this point. The session is to be freewheeling.
- The quantity of ideas counts, not quality. All ideas should be expressed, and not screened out by any individual. A great number of ideas will increase the likelihood of discovering good ones.
- Build on the ideas of other group members when possible. Pool your creativity. Everyone should be free to build onto ideas and to make interesting combinations from the various suggestions.
- Focus on a single problem or issue. Don't skip around on problems or try to brainstorm a complex, multiple problem.
- Promote a congenial, relaxed cooperative atmosphere.
- Make sure that all members, no matter how shy and reluctant to contribute, get their ideas heard.
- Record all ideas.

After the period of brainstorming is over, all the ideas should be categorized and the group should critically evaluate them for possible use or application. The best critical judgment of the group members should be applied in evaluating the ideas, though members should seek for clues to something sound in even the wildest idea. Priorities should be selected and the best ideas applied.

For new group members unfamiliar with brainstorming, a WARM-UP SESSION in which the rationale and rules are explained might be helpful. If groups are being formed for brainstorming, it is important that some diversity of opinion and background be present in each group. A suggested Procedure for WARM-UP:

Objectives: To come up with a large number of ideas or solutions to a problem by temporarily suspending criticism and evaluation and to experience the process of brainstorming. The procedure for this exercise is:

- The ground rules for brainstorming are reviewed by the group.

- The group is presented with a problem: (Here is an example or you may substitute one of your own) - One of the members of this class has been cast ashore wearing only a bathing suit on a desert island with nothing but a glass peace symbol on a leather thong.

- The group is given fifteen minutes to generate ideas as to what can be done with this object.

- The group is given another fifteen minutes to select critically their best idea.

After initial exposure to brainstorming, a group should pick a specific problem it is working on and apply brainstorming to see if new, creative perspectives can be gained. If, however, a second practice session is desired, the following story affords another opportunity for a brainstorming experience:

A small wholesaler in the hinterland of New Mexico had called his buyer in Santa Fe and asked him to obtain a large order of pipe cleaners from Mexico. The buyer agreed. He also agreed to advance the wholesaler the money to finance the deal. A month later, just as shipment of pipe cleaners was arriving, the buyer received a disastrous phone call from the wholesaler. His warehouse and outlet store had burned down and there simply was no more business. They buyer was suddenly faced with the prospect of trying to sell 20,000 pipe cleaners.

In one minute generate as many ideas as possible (with a recorder counting the number of different ideas) for selling pipe cleaners. (A relatively spontaneous group will create approximately twenty-five ideas in a little more than a minute; if the group creates fifteen ideas or less, it should be given more training in brainstorming.)

In brainstorming a group problem, it is important that the problem be well defined and specific in nature. It must also be a problem that the group has the power to do something about. If possible the group members should be notified in advance about the issue to be explored so they will have given some thought to it.

+ Appendix II

Alternative Solutions

Several practice exercises will be given now for producing and considering larger numbers of alternatives. Creative problem solving may be facilitated by producing and considering alternative explanations, consequences and solutions.

The following are exercises in producing alternative explanations. Try one or more of them:

- A prospective customer goes into a jewelry store and asks to be shown some diamond rings. The clerk hands him one with a very large diamond stone. The customer immediately drops the ring on the floor and looks dazed. What possible explanations are there?

- Jane Smith, a faithful employee of the Ajax Rental Agency for 8 years, has been happy in her work and has received several raises. She suddenly resigns her job. What are some possible explanations of her decision?

- Your highly creative daughter is making low grades in her junior high school courses. What are some possible explanations of this?

Try also one of the following exercises in producing alternative consequences:

- Fewer and fewer people want to become scientists. What possible consequences are there of this trend?

- Your sister has become an alcoholic. What are the possible consequences?

- The post office continues to lose a lot of money. What are the possible consequences of this trend?

Now try one of the following exercises on the production of alternative solutions:

- You discover that your best friend is wanted by the police for forgery. What alternative solutions do you have?

- Few people want to be scientists. What are the alternative solutions for this problem?

- Your food bill is higher than you can afford. What alternatives do you have?

The following are some exercises for developing question to stimulate the production and consideration of alternative solutions. Try one of these:

- Devise a questionnaire consisting of 12 questions to find out from the employees of a company with which you are familiar how the physical environment for work might be improved.

- Devise a questionnaire consisting of 12 questions to find out from students in an elementary or high school how the physical environment of the school might be improved.

- Devise a questionnaire consisting of 12 questions to find out from the members of a church how the physical facilities of the church might be improved.

- Devise a questionnaire consisting of 12 questions to find out from members of a family how the physical environment of the home might be improved.

+ Appendix III

ORIGINAL THINKING

Improbable situations such as the ones below are good for practicing skills of original thinking. Try one of them:

- What might happen if it were against the law to sing?
- What might happen if shoes never "wore out"?
- What might happen if all cars were red?
- What might happen if sheep had wings?
- What might happen if it rained every Sunday?

Avoiding stereotypes in producing similes also gives good practice in original thinking. See if you can avoid the stereotypes in each of the following. Try to produce comparisons that others will not think of:

- happy as _____
- crazy as _____
- smooth as _____
- straight as _____
- black as _____

Making up story titles, book titles, song titles, picture titles, and the like is another way of practicing originality of thinking. Try thinking of original names for each of the businesses described below:

- a combination bed warmer and teapot _____
- a dripless candle in the shape of Jimmy Carter _____
- a greaseless sunburn location which is also delicious on hamburgers _____
- a combination telephone and electric razor_____
- a toothbrush with bristles on both sides of the handle _____

(NOTE: The preceding practice problems were adapted from Myers and Torrance.1965 pp. 66)

+ Appendix IV

ELABORATION SKILLS

The following are a few exercises for practicing elaboration skills and improving elaboration ability. Try a few of them.

- Design and draw a squirrel chasing machine. First make up a list of requirements. Then order these requirements according to their importance.

- Use the cue below for a detective story of the Sherlock Holmes variety:

  For the past five mornings you have been noticing little mounds of dirt that appear on the surface of the ground in your backyard.

- Make up an imaginative story about one of the following titles. Describe the central character of the story as fully as you can and write a story about one of this character's typical adventures.

  - A flying monkey
  - A silent lion
  - a salesman who refused to sell
  - a teacher who cannot talk

- If we know what questions to ask, we can gain much information that can be used in elaborating a situation and in solving a problem. In order to solve the mystery problem described below, what questions would you like to ask in order to elaborate the situation and, as a result of this information, probably solve the problem?

  You and your family are camping in June. One day when you are hiking you see a beautiful waterfall in a setting of gleaming rocks, dark-green trees, graceful ferns, and brightly colored wild flowers. You love to paint and sketch landscapes, you have forgotten to bring any art materials with you on this trip. As a matter of fact, no one in the family remembered to bring a camera along. You want to capture this thrilling scene in some way. How might you do it?
  (Myers & Torrance, 1964)

+ Appendix V

COMBINING AND SYNTHESIZING

The following are examples of practice problems in the idea books by Myers and Torrance (1966a). Try a few of them to practice your ability to combine and synthesize.

- Try your magic! If you were a magician. . . . .
  - What would you make faster so that it would last longer?
  - What would you make longer so that it would be stronger?
  - What would you make hotter so it would be more economical?
  - What would you make slower so it would be more successful?

(From *Invitations to Speaking and Writing Creatively*, P. 13)

- Do they go well together/ Here are some adjectives: *dim, nitty, inside, brave, shiny, guilty, obnoxious, limp, lengthy, dull, fresh, careful, wonderful, tired.* Which of these might go together?

- Your task is to pair the words above, Make seven pairs of the 14 adjectives given above. The "catch" is that the two words you put together must be related in some way. That is, there must be a reason for your putting them together. Draw a cartoon to illustrate each pair of words. Write a caption for each cartoon explaining your pairing.

Pair 1. _____ and _____

Pair 2. _____ and _____

Pair 3. _____ and _____

Pair 4. _____ and _____

Pair 5. _____ and _____

Pair 6. _____ and _____

Pair 7. _____ and _____

+ Appendix VI

INVENTION FAIR JUDGING FORM

Category	Points
- Uniqueness (20) Is the idea really new? Is it useful? Is it an adaptation or elaboration of an old idea?	_____
- Neatness (10) Are the drawings, description, and title neatly done?	_____
- Logbook (20) ** Logs do NOT have to be neat.** Is there evidence of creative problem solving?	_____
- Drawings (20) Are they labeled? Are they drawn to scale?	_____
- Description (20) Did the student tell how he/she came up with the idea? Is the description clearly written?	_____
- Model (10) **Students were allowed to have parental help.** THE MODEL DOES NOT HAVE TO WORK!! Is it constructed neatly? Does it illustrate the idea?	_____

HEIRS OF TOMORROW

Frances S. Goins

INTRODUCTION

The main purpose of this unit is to help students prepare NOW to become alive, interesting, interested and versatile people so that, as they grow older, life will continue to be a satisfying adventure and that people of ALL ages will seek their company. Following this study unit, these young students should be less likely to become those neglected, abandoned elderly who exude hopelessness and loneliness. Neither should they fear nor be negative toward the aged, but view them with more respect and compassion.

Other purposes of this unit are:

1) to enable students to be aware of the intergenerational problems of the *elderly and youth.

2) to recognize themselves as today's youth and tomorrow's elderly and to grow old in a positive manner (an old saying: Whatever you are when young, as you grow older, you become "more so".).

3) to propose a plan of awareness and action and to implement it.

This is important because of the increasingly large numbers of older American. (One in five will be 65 years or older in the next five years. In 1985, 25,000 Americans were aged 100 or older. By 2050, there could be more than one million. The number over age 65 exceeds Canada's entire population. To meet the projected demand for nursing homes, 40 institutions per month must be built between now and year 2000. Each day in the U.S., 18 children are born to fathers older than 55, and 70 people over age 65 are picked up for disorderly conduct.) It is apparent that the rule and needs of the aged should be assessed, attitudes of younger Americans need to be changed and myths and stereotypes of "old age" need to be debunked. It is hoped that a study of this unit will develop an awareness of attitudes and biases on the part of the students who will be motivated and challenged to bring about positive changes. Each group will then have a happier, more meaningful life and the results may be a stronger, more valuable relationship between them.

This topic is important for the gifted because they are our leaders of today and tomorrow, as well as the elderly of tomorrow. They must be prepared to become fully involved. It allows them to compare and contrast their age with that of the elderly and they may get a more positive glimpse of themselves in the future.

The gifted, especially, have the abilities and the resources to be a vital part of the solution to problems arising from an increasingly aging society. This unit;

1) offers opportunities for using higher levels of cognitive and affective thinking skills;

2) provides for creative and positive activities;

3) provides experiences in research, collecting, problem-solving, recording and classifying; and

4) facilitates and fosters individual and small group exploration and exposure to a variety of stimuli.

This integrated unit is designed primarily for use with upper elementary AG students. The unit will provide enrichment through goals found in the Teacher Handbook Grades 4 - 6. The unit activities have been chosen to allow a review of basic skills while moving the students far beyond them. With the objective of integrating this unit into various subject areas, a variety of activities have been listed. This will also allow for more differentiation according to students' interests and needs. It is likely that the students' interest in and involvement with the elderly citizens will be greater. Hopefully, the unit activities will spark enthusiasm for looking at themselves today and interest in preparing themselves for tomorrow.

* All terms pertaining to the elderly in this unit should be defined as those people aged 65 and older.

OBJECTIVES

- At the conclusion of this study unit, the student will demonstrate an awareness of the need to find appropriate solutions to the intergenerational gap and generated problems.

- The student will demonstrate knowledge, identify the individual and group goals, and implement a plan to attain them.

- The student will:

  - examine own attitudes about the elderly,
  - consider stereotypes and myths about the aged and debunk them,
  - learn about productive elderly people (locally, nationally),
  - determine factors contributing to longevity,
  - study about and visit homes, institutions, agencies for aged, and explore ways of preparing for life after age 65.

- The student will increase skills in oral and written communication.

- The student will increase skills of observation and reporting.

ACTIVITIES

+ Introductory Activities

  - Choose one or more of the following to read to the class:

    "Old Friends" by Paul Simon, 1968

"The Bridge Builder" by Will Allen Drumgoole

"Growing Older" by R. G. Wells

Ecclesiastes 3:I, 1:4-7, The Holy Bible

"The Fall of Freddie the Leaf" by Leo Buscaglia, 1982

- Discuss the meaning and purpose of this unit. Raise questions for awareness: What do the words "old" and "young" mean to you? What do you see as the problem(s) of growing old? What is good about having grandparents/great grandparents live with you? What are some of the relationships you have with elderly people? Describe your attitudes toward them. Why do many older people apologize for being old in this country? Is this a part of our American culture and thought? Why? Are you closer to your grandparents than your parents? Why? What is the happiest or most exciting event that has occurred in your family which included someone over age 65? Do you know anything about your great grandparents, their work, their ancestors? How do your friends view their grandparents and great grandparents?

- SPOT LIGHT particular elderly people who are positive contributors to our society. Brainstorm others - - famous and not so famous. (Students will want to add to this group. Some may wish to develop names and pictures for a bulletin board, possibly a Match the Name with The Picture theme.) Are these people happy? What are those things which you feel have helped to make these individuals happy and useful in their golden years? Are they making positive contributions to society? How? Are they intelligent? Creative? Talented? How do you know?

- Can you think of names of elderly people in your community that you would like to SPOT LIGHT? What contributions are they making?

- Project yourself into the future about 50 years. Will you be someone worthy of being in the SPOT LIGHT? For what do you think you will be SPOT LIGHTED?

- Research and create a family tree. (Interest will be generated in one's ancestors, their nationalities, work, religion, famous and infamous activities, etc.) This research can create much interaction between family members of all ages (discussion, reading old letters and the family Bible, writing to distant states and countries, visiting libraries, etc.

- Interview a great grandparent or elderly friend/neighbor using good interviewing and questioning skills. Share and discuss some of the ideas, interests and needs which you learned about in the interview and which would aid other class members in their understanding of older people.

- Invite someone from the Office on Aging to speak to the class on the elderly and Community services for them.

- Show a film or video tape which will aid the class in awareness and understanding of older adults.

- Read about one or more of the following people: Michelangelo, Titian, Handel, Van Dyck, Beethoven. What part did an older adult play in their lives? How? Do you think their lives might have been different without the interest and support of the older adult? What is needed in such a relationship? Do you think they would have become as famous without this person's help? Why? Can you find similar examples in the lives of some of today's famous artists or leaders?

Developmental Activities

- Survey the elderly people in your community who are actively involved in making it a better place. (You may want to visit the Grange, Home Extension office, public library, schools, other public agencies.) Make a display showing the beneficial activities in which the elderly are involved. Make a list of the ways people of your age can make positive contributions to the community in which you live. What kind of relationship can you find between these two groups in your community? Are there some additional ways the groups could work together or support each other? What are some of them?

- Survey the elderly in your community for talents and services available to share and give to the schools and the community. Make a resource list of them for your class and school.

- Interview some very young people and some elderly people concerning their medical and health needs. Make a comparison list. What are the top two accident areas for each group? Share the results of the interviews with agencies, involving both groups (i.e., Department of Social Services, Health Department).

- You may choose to do either of the following activities:

    - Many counties and large cities now have Senior Citizens' Centers. Imagine that a Senior Citizens' Center has just been completed in your county. (Visit one, if possible.) Write an article about this building. Tell how it is used, who uses it, who maintains and schedules its use, etc. Describe why, how and when it was built. Make a sketch of the front or a floor plan of the first floor.

    - Plan a Senior Citizens' Center for your community in the year 2050. Consider the needs of the entire population. Make a scale drawing of the center.

- Predict how life will be when you are 50 years older. Give the reasons for your predictions. (Use good thinking and writing skills as you put this assignment on paper.)

- Choose 20 objects to leave in a time capsule that would show future civilizations what life was like on earth during your generation. List 10 objects which you predict your grandchildren will leave in a time capsule to show what life was like during their lifetime. Help your group/class to make a time capsule, choose the objects, and arrange for it to be opened in 50 years.

- Arrange a visit of elderly people to discuss schools when they were young. Then pretend you and your classmates are now grandparents. You have grandchildren and will role-play yourselves telling how school "used to be in the nineties when I was your age," compared to how it is now in the year 2020. (You might contrast the subjects, length of day/year, games, food, clothing, discipline, clubs, etc.)

- Write an eye witness report or make a video taped program of some newsworthy event concerning an elderly person. Give details and describe what he/she sees and feels/felt. (Events could be tornado, hurricane, flood, wreck, a fall or other accident, an assault, etc., which victimized the elderly person.)

- As a photographer and newsperson for a local TV station or newspaper, you are assigned to cover the news as it happens. Find something of interest that is happening in your community. Ask your school newspaper if they would like to run your material. Perhaps the media specialist would play your video taped material for your class. If possible, interview a news reporter from your local paper or TV station before you begin your own assignment.

- Read several travel articles Write a travel article about some place you would want to visit. Write it so that other young students would want to visit there. Now write a travel article enticing the elderly to want to go there. What did you do differently? Why? Could you use some of the same material in both? What are some of the things which could be used in both travel articles?

- Choose a short story or book to read which has an elderly person as one of the main characters. Those who read the same story or book will then compose one small group and do an evaluation according to De Bono's method. A recorder will be chosen from the group to take continuous notes. Others take notes when not talking, but everyone takes his/her turn in the oral evaluation. (Review Bloom's Taxonomy and ask interpretative questions of each othe; i.e., What part would you change? Why would you change that and how? Why is that your favorite character/section?) (Books range from Heidi to The Old Man and The Sea)

- Make a comparison of youth and old age. Acknowledge the similarities. Keep them in mind and INFER a relationship. Express the relationship as a metaphorical image. (This activity demands creative thinking and making analogies.)

- Choose one or more of the following topics; each of them is to be related to youth and the elderly:

    - Conflict Resolution Among Different Age Groups
    - Word Usage and Choices
    - Economic Issues
    - Architectural Plans
    - Medical Dilemmas
    - Simulation on the social issue of The Elderly in a Changing Society (may simulate The Youth instead, or do both).

- Find a way to provide and finance long-term care without driving individuals or their families into poverty and without placing an undue burden on young workers (i.e., legislation, Medicare protection, financing long term care in nursing homes, providing custodial care in our own homes). (FACT: TO MEET THE PROJECTED DEMAND FOR NURSING HOMES, 40 INSTITUTIONS PER MONTH MUST BE BUILT BETWEEN NOW AND THE YEAR 2000. Modern Maturity Magazine, Oct. 1987, p. 13 and July 1988, P. 18).

- Assure and provide adequate health care for the millions of Americans with no health care insurance. (Refer to Modern Maturity Magazine June 1988, pp 15, 16, 78.)

- Expand programs to ease the burden of those who provide daily care for chronically ill relatives/friends.

- Expand and improve private pension plans so that older American will have sufficient retirement income. (According to U. S. Senate Special Committee on Aging, only 52% of private industry workers in 1986 were covered by company pension plans. Men vastly outnumber women covered by company pension plans (i.e., 73% of people 65 and over living in poverty are women because of this).

- Euthanasia: What is it? What would it mean for a family? What would it mean for a family for the decision-making individuals? (i.e., children/doctor of dying patient?, ethics committees?) What is meant by "quality of life", durable power of attorney, "Living Will"?) What is the physical/mental cost?

- Life Support Systems: To use or withdraw? Is there a difference?

  for strangers?
  for my grandparents?
  for friends?

- Debate: Tomorrow's elderly will be no different than today's elderly. Consider:

  Preventive health, longer years, mobility (individual self and transportation), political astuteness, better educated, etc. (Will they travel more, read more, know more people, know more information, live longer, and be healthier?)

- Read help wanted ads in the classified section of newspaper. List different jobs in which you are interested. What special training or skills would you need for this job? Graph types of jobs and numbers of ads for each category. Write a help wanted ad for a job that could exist in the future, but does not now exist.

- Plan a picnic for your class. Shop through advertisements in the paper by making a list and pricing those advertised. Calculate the total cost. Run a price check on the same items advertised in different stores and compute the differences.

- Set up teams to analyze, discuss, debate conflicting sides of the controversial issues?

- Use the following problem-solving method for your topic and/or group.

  - Index the facts as you see them.
  - Define the problem.
  - Expand on ideas or possible alternatives.
  - Adopt a criteria
  - Select and "sell" your idea to others involved.
    (This same method is spelled out somewhat differently in the next activity.) You may choose to use this method with an idea of your own as it is one which helps you study all sides of the problem and leads you to a "best" available solution.)

- The problem is one of space and privacy in this home which houses three generations. Find a solution to this problem by generating a problem-solving chart, lists, or clusters. Index the facts (i e., lack of privacy affecting social life, some attic space available); define the problem, expand ideas (i.e., a "go" phone, glass in porch); adapt a criteria (i.e., minimal expense, "gramp's" approval); select and sell best idea.

- Question for Discussion: Is there more wisdom in Innocence (Youth) or Experience (Old Age)? This question is based on the idea that there is an apparent conflicting nature or seeming opposition between youth and old age. (Creative thinking skills are involved in dealing with ambiguity and paradox.) Discuss the contradictions. Use a written format to plot positives and negatives which you attribute to both aspects of the idea. Approach from both points of view and thoroughly examine them. Choose your final position on the issue and support with facts. (THIS IS ANOTHER WAY TO INCORPORATE HIGH LEVEL THINKING SKILL TO REACH CONCLUSIONS AND MAY BE USED WITH MANY QUESTIONS AND IDEAS.)

- Have a Famous Person Question and Answer Session. First, each of several students chooses an elderly person (from past or present) to portray on the panel. Each student must research his person well by noting dates, interesting incidents and events in life. The student "becomes" that person when he/she sits before the panel. A one-page transparency of the important/interesting events discovered during the research on the person is made ready for use on the overhead projector before the session begins. The Famous Person answers ONLY THE QUESTION ASKED. It becomes quickly apparent that the important material on the transparency will be discovered quicker through high level questioning. (The transparency will only be shown after the questioning so that others can see which questions elicited the most necessary/important information.) (THIS ACTIVITY HELPS TEACH GOOD QUESTIONING TECHNIQUES.)

- An activity which teaches good questioning and is similar to the previous activity, but in which the whole class can take part, is one in which the name of a famous young person or old person is pinned on the back of each student. Each attempts to find out who he/she is by asking questions. However, the questions must be answered with a yes or no. Everyone can be participating.

- Choose one of the following critical issues facing youth and elderly to research and problem-solve. (Some may choose to restate and debate an issue):

- Advertising directed toward children
- Advertising directed toward those over age 65?

- Compose an original jingle or song to help the public become more aware of the talents of the aged. Prepare an advertisement to help it become popular.

- Plan an advertising campaign for a new product or service to the elderly. Tell which medium you will advertise in and create an ad for that medium.

- Choose an ad and identify each of the following: headline, illustration (or something which draws attention to it), sales talk, the offer (special price, discount, etc.) and the appeal (need).

- Find ads in magazines/newspapers that present an appeal to the following desires: health, approval, pleasure, security, attraction, comfort. Describe the appeal for each ad. What groups are appealed to and to what ages do the ads appeal? How did you decide?

- Make a collage, scrap book, poster, etc., of the ads you find concerning the elderly. Write a short essay concerning the overall impression one receives from viewing/ studying the picture used.

- Cut out a picture of a product to be used. Glue it in the middle of a large poster sheet. Use this as the beginning of an ad. Include a headline, sales talk, and appeal to a need of the aged or youth.

- Choose several ads directed toward the elderly (Modern Maturity and Saturday Evening Post are good resources) and/or youth. What is not said? What info is missing? Write several questions for each ad that will get the missing information.

- Study advertisements (i.e., Nestles, retirement insurance, florists, telephone company, McDonald's, Wendy's,). What are your feelings when you see/hear ads projected toward the elderly or any particular group or age? (Advertisers will use more older people in their ads and will try to sell to them more and more as that age group makes up one of the largest consumer groups.) Compose an ad to be used on the radio, TV, or newspaper/magazine which is solely directed at a particular age group. Compose another which is more general in nature. Have another student compare and contrast the two and discuss the results in class.

- Would you like to be a geriatrician? Research geriatrics and geriatrician. Why do we have a shortage of geriatricians? Will schools get more resources due to the aging population? Will this lure more students into this field? (Facts: Nearly 1/2 of all patients seen by general practitioners are over age 75. 1/4 of all drugs in the U.S. are sold to people over age 65. Modern Maturity Feb. 1987 p. 17.)

- Make a survey of the needs of the elderly infirm concerning equipment. Locate equipment which can be used at no cost, rented; some people have pieces of equipment at home which they no longer need or use and they may sell or give it to the needy. Share your list with a community organization which will match the two.

- Use a survey concerning medical needs and equipment or study magazines directed toward the elderly or ask an elderly friend or neighbor what he/she needs. Create a piece of equipment or an item pertaining to needs (i.e., shoes, clothing, material, home medical equipment, hospital items, nursing home items, switches, easy-to-reach-and-fasten items) of the elderly. It may be something which will make their lives more comfortable, easier, more mobile, etc. Describe the need and what the sketched equipment will do; how it will be useful to the elderly. (The PERS is an example of the electronic "buddy" system.) (Refer to Modern Maturity Oct. 1987, p. 114)

- Contact Generations Together at the University of Pittsburgh. Study their program of preparing older volunteers to be companions to children moving through the Foster Care System. Discuss this program with the Department of Social Services in your county. Ask what you can do to foster this type of program which provides these foster children with the adult warmth and support they haven't always had in the past. Discuss it with other agencies involved with children.

- Elder abuse is not a simple problem and ranges from passive neglect to active mistreatment. It may be open or a well-hidden secret. (A 1985 House Committee on Aging report indicates that as many as a million older American may be victims of abuse each year. It can happen in individual homes, institutions, or anywhere there is an elderly person. Research the problem by questioning county agencies, contacting Congressman concerning laws, legal counsel, financial abuse, etc. (Contact National Protective Services Support Center, Legal Counsel for the Elderly -AARP; write for Domestic Mistreatment of the Elderly; Towards Prevention, AARP Fulfillment, P O Box 2400, Long Beach, CA. 90801 for free copy.) Work to prevent elder abuse by helping your school district and community to be aware of it.

- Choose one of the following topics to study and report back to your group/class through whatever communication method you wish.

    - The Aged Woman: Fact and Myth.
    - Senior Citizens Back in School (Where and what kind of program?) (i.e., Elderhostels, Universities).
    - Second or Even Third Careers; What are they? Are they successful?
    - Students Teach Elderly Illiterate to Read (Thousands of our elderly are functionally illiterate, unable to read and comprehend a newspaper., write a check, fill out a job application or apply for Social Security.) How can I/we help? Who needs us? Can we get together? Make a plan. Can AG students help with basic info and skills to help elderly adapt to a life change. (Modern Maturity Jan. 1988, p. 29.)
    - Doctors and teachers take refresher courses; why not the elderly public? What does this segment of society read and what kind of jobs are they interested in during early retirement? (Local Literacy Council has statistics which may help).

- Good Deals for Senior Citizens: A study of the Senior Citizen Discounts - A Cheap "come-on" or Real Help? Survey community establishments and businesses for these discounts. How many places offer them, how much, and where? Interview some of the senior citizens concerning their feelings about the discount.

- A Best-Kept Secret That Needs Telling - SSI. What is Supplementary Security Income? Who is affected by SSI and what does it mean to the older citizen? Choose a means to publicize it and share with the Department of Social Services and the Health Department.

- Social Security and The Aged: My Job! My Extra Job! Research and write and publicize through a clear, concise essay on the intent of Social Security laws. Try to problem-solve one or more of the problems. (Modern Maturity June 1988, p. 25, 78.)

- Become Pen Pals with an elderly person or group in another state. Share pictures, information about school and community, etc., (Contact the Life Center, Central Methodist Church in Concord, N. C. for further ideas; refer to Time Magazine, Oct. 3, 1988 p. 48)

- Arrange for some students to interview students who have "pretend" handicaps (hearing impaired-ear plugs, visually impaired-dark or magnified lens glasses, physically handicapped-crutches and/or wheel chair, etc.). Discuss the interview materials together in class. How did they feel when they could not see or hear well? Discuss feelings of independence and dependence. Is the building available to all handicapped individuals? Survey all public buildings as to availability for handicapped. Report results to the County Commissioners and public agencies.

- Make a list of programs which involve the elderly helping the children and vice versa (Latch Key Kids report by phone to an elderly neighbor/friend, After School Group Homework Sessions, Elderly Helping Handicapped Youth -- even inventing equipment needed to help the handicapped be more independent, Day Nursery assistants, helping with school drug programs, citizenship, needy children, carrying sideline markers at football games, serving as surrogate parents for foster children, etc.) Talk to your parents, grandparents, neighbors, teachers, public agency personnel. Are there some needs of the elderly and the children in your community which can be met through their interaction? Propose a plan.

- Be creative and invent games which older adults can enjoy. Keep in mind that sometimes they do not move quickly even though their bodies remain sharp.) Some suggestions are:

  - Cryptograms and other word puzzles (inventions, book titles, Bible books, famous old people, old-time movie stars, holidays, flower names may be used.) Interview some older men and women to learn about their favorite games and pastimes when they were your age. Share the results with classmates.

  - Matching games (pencil and paper game)

  - Fill in the blank (using old time hymns, flowers, places)

  - Make a large puzzle with large pieces (easily seen and held).

- Create a craft which is simple and inexpensive. Make a sample. Invite some friends and visit some elderly people. Arrange to help them make similar ones, if they wish to do so.

- Visit elderly friends or homes for older adults. Invite them to tell you about their favorite toys, dance, holiday, songs, instrumental music, etc. If possible, use the tape recorder so their voices and vocabulary can be shared with the other students. Discuss with your teacher the possibility of having one or two to visit the school. Perhaps your class can host a day when a number of them would visit bringing their talents with them to share.

- Plan, sketch and plant a small garden, perhaps an herb garden, with your grandparents' help or the help of an older neighbor. Keep a calendar log on your garden. Share the log info at school and the produce with those around you.

- Using the book, Growing with Gardening, by Bibby Moore of UNC-Chapel Hill, choose a favorite activity for a project (nature hike, pressed flowers, pot pourri, bird feeder/seed, honey bees, etc.) which you will plan and implement. Write a brief essay on the project. Share your essay.

- WHO'S IN CHARGE? Funeral Rules and Regulations. What are they? Do they need changing? If so, how and why?

  - Invite a funeral home director in to discuss his (ask how many are women) job, training, education, problems, services.

  - With your teacher's guidance, make arrangements to tour a funeral home and follow up with a question and answer session (arrangements for burial, necessities, laws, etc.).

- Visit a cemetery. (If possible, visit an old public cemetery and also visit an old church cemetery. Talk to the grounds keeper and the pastor.)

  - Copy the epithaph from at least two grave stones. Sketch the marker

  - make a "rubbing" of one gravestone.

  - Copy information/dates, etc., from at least two gravestones.

  - Visit one of your own ancestor's grave, if possible. Gather as much information as you can to share with your group/class.

- Visit Museum/Historical Places (Old Salem, Mt. Pleasant Collegiate Institute, Reed Gold Mine, Dallas Museum, St. John's Lutheran Church, Cabarrus County since the 1740's, etc.) Listen to the guides. They are often retired elderly persons). If you could have been a guide, what would you have done differently? Make a list of other Historical/Museum places near your school which might be visited.

- Choose a favorite historical place or museum near you. Plan to tour. List the things you would like to know or hear about while there. Write for a study guide. Add to your list of things you want to know.

- After visiting an old farm house, looking through personal articles belonging to great grandparents, or visiting an antique shop, students will choose a particular item and write a poem, short story, essay or news article which focuses on it.

- Television is Learning that "Gray is Golden." What is the meaning of this title? What are TV "ratings"? How do programs with older adults rate? Make a list of the TV programs which feature characters that are elderly. Read Modern Maturity Oct. 1987, pp 38-43. Discuss the article and its implications with the class.

- Video tape short segments of current programs and commercials. Watch with the class and observe those which cater to or feature older adults. Choose one to watch at home. Critique it for your school newspaper. Take part in the class discussion on current TV p r o g r a m m i n g. (Time Magazine 11-88 p. 12, Modern Maturity Oct. 1978 pp. 38-43.)

Culminating Activities

- The class will adopt a home or institution for the elderly and provide simple items needed by the clients. The class will also make crafts and gifts for them which might include bird feeders and seeds. Flowers and shrubs and a tree will be planted on the grounds. A calendar will be maintained in order to ensure regular visits and activities. The class will serve as host for the clients to visit the school, enjoy activities and lunch there.

- The class will study legislation concerning the older adult and will lobby for appropriate legislation.

- The students will illustrate on a large poster or portable bulletin board the results of the community survey of the elderly. This will be made available to public/private agencies and organizations serving the elderly. Students will have surveyed the community or school district to find information which can lead to additional services. Some of the survey questions will have to do with the number of older adults in the community, their needs (physical, spiritual, mental), available services and programs for them, transportation, etc.)

- The Senior Citizen's group will be invited to the school for the day, "A Day in Our Lives". During the day, the senior citizens will enjoy skits, music and lunch. The children of the school will have learned about the hobbies and crafts, musical instrument and singing talents, sewing and storytelling, etc. of the senior citizens.

TIPS FOR TEACHERS

- Use the unit activities as a springboard for your own ideas of awareness and understanding and action.

- Be positive, open and enthusiastic.

- Grow with your students as they reach out and beyond themselves through your guidance, teaching and leading of this unit.

- A number of the unit activities may be integrated into social studies, health, language arts, science, music, etc., through goals listed in the N. C. Competency Based Curriculum Teachers' Handbook Grades 4 - 6.

- Order and collect as much resource material as possible in advance of teaching the unit. There are offices on aging in each county. Many materials are available through the American Association of Retired Persons.

- Contact "people" resources early and have them commit to calendar dates so the time, emphasis and lesson plans flow smoothly.

- Use your best questioning techniques so the students will be challenged and required to use higher level thinking skills.

TIPS TO CAREGIVERS OF THE AGED

This is included because many or most of the students will be motivated to be caregivers at sometime. There are some special ways to give these "labors of love".

- Daily Needs:

  - Write letters for them. Xerox for family and friends.

  - Devise a way to help the elderly remember to take medicine. (i.e., cut holes in cardboard tray to fit each medicine bottle; write the time to be taken on tape below each bottle.)

  - To cope with a belligerent person, be quiet or nod agreement.

  - Draw thick black lines at one-half inch intervals across a clipboard and then buy thin writing paper for the aged with poor eyesight.

  - Make use of a tape recorder for the blind or handicapped elderly. Their recorded letters can be returned so they can be used again.

  - Don't argue with those who have memory problems.

  - Read familiar books to those whose minds are failing, as this will help keep them in touch; often, this will bring back some memories.

  - Make an armchair or wheelchair cover pocket to help reduce clutter and keep recipient's personal things at hand. For those with a walker, attach a tote bag to carry glasses and medicines, etc.

- have a small book by the bedside for visitors to record messages and names and dates.

Emergency Assistance

- Rig a bell by bed.
- Install medical-alert system or alert device.
- Clip a portable digital phone to wheel chair.

General Caregiving

- Give the recipient a manicure.
- Organize a "card shower" through school, church, clubs, for recipient to send inspiring verses, thoughts, and prayers through the mail.
- Install extension phones to reduce walking distances.
- Let care recipient do whatever he/she insists on trying.

EVALUATION

Through the demonstrated activities and field trips, the students will be able to compare and contrast their lives with the elderly, engage in positive group discussions on the dynamics of the intergenerational gap, engage in problem-solving discussions, and participate in the continued support of the older generation.

The general objectives of the unit may be evaluated by:

- class participation
- notebooks including class assignments
- research assignment
- contributions to class
- sketches, advertisements, etc.
- written work
- answering "Do you feel you have changed in any way throughout this study unit? If so, how? If not, why not?"

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MERRY CHRISTMAS EUROPEAN STYLE

Gloria Kincaid Parker

INTRODUCTION

The purpose of this unit is to associate European Christmas customs and traditions with our Christmas customs. This will enrich the student's knowledge concerning the evolution of our heritage and how it came about. The vehicle for this goal will be the study of European customs. The student will achieve this goal by researching and presenting a European country's Christmas traditions and citing three examples of how these traditions and customs are similar to another European country's Christmas customs. This will require the student to analyze, compare and contrast the relationships between the European observances. The student will also be asked to predict and forecast possible future European traditions.

This exercise is designed to broaden the student's horizons by showing how our customs have evolved and to foster an appreciation of our customs, which will, in turn, promote patriotism. The student will be able to identify the origin of many Christmas customs, thereby becoming more appreciative of our heritage and its evolution to the present time.

This is an important unit of study for several reasons. First it justifies and illuminates the origin of much of our Christmas accoutrements; e.g., wreaths, candles and trees. Second, it breaks down these objects and observations and shows what they represent. Third, it illustrates the rich heritage from other parts of the world, which will allow us to draw from and examine our values as individuals and as members of a societal unit.

This unit will require a student to be able to draw from many different skills, such as explanations, descriptions, inference of relations, analysis, synthesis, comparison and contrast, forecasting and predicting. These skills are a necessity for gifted students.

This unit is designed primarily for use in grades four through eight. It will cover a six week period, consisting of one week of instruction, leading up to three weeks of projects and activities and, finally, two weeks of presntations and summary activities. It can be used in the regular classroom as an enrichment unit or as a special unit of study. The teacher will want to embellish these activities, using his/her own special talents, abilities and resources. The reading and understanding of the customs themselves is a necessary element.

OBJECTIVES

At the conclusion of this unit, students will be able to:

- describe and fully explain those customs and objects we derived from Europe and why we adapted these into our culture.
- explain the differences and similarities between European Christmas customs as related to other December 25th holidays around the world.
- demonstrate an understanding of our Christmas customs and traditions.

ACTIVITIES

Activities have been coded to suggest which can best be done at school (S), at home(H), or at either place (E).

+ Introductory Activities

  - Bring in a European Christmas entree selection to increase appetities for this study; Wassail (non-alcoholic), plum pudding, Strudel and Weinerschnitzel. (These recipes may be found in contemporary recipe collections.) **S**

  - Play a selection of European Christmas music; e.g., Meredith Chorales European Christmas Album - 1986. **S**

  - Show a film or video as an attention getter for stimulation into the study of European Christmas; e.g., SVE - "Christmas Customs Around The World." **S**

  - Invite a person who grew up in Europe or who has visited Europe over the Christmas holidays to share with the class his/her unique baackground. **S**

  - As the teacher, dress in a European outfit and introduce the students to some German, French, Italian or Spanish words. **S**

+ Developmental Activities

  - Each student will do personal research concerning what customs we adopted from European Christmas celebrations in order to create a booth for a Christmas Fair. **E**

  - Each student will create a family tree that shows four to five generations and then write a synopsis of customs that his or her family has adopted from one generation to another. This can be done by researching into the countries from which the student's family has emerged. **H**

  - As a class, develop a play showing relationships between European and American Christmas customs. **S**

  - Design a map of Europe and place representations of Christmas traditions on, over or above the location of each country that we have been discussing. **E**

  - Prepare a debate comparing and contrasting European Christmas customs with American customs in a TV style format. **H**

  - Research and compile a video documentary of the Christmas customs of anywhere in the world except Europe and North America and compare with the European customs. **H**

  - Imagine you spent Christmas in Europe and tell the class about your trip. Convince the class that you were really there. **H**

- Organize a classroom party representing the events that take place on Christmas morning in the European country of your choice. H

- Produce an ornament from each country studied. E

- Research the cuisine of each country's Christmas celebration. H

- Analyze five American Christmas customs and determine their origin. H

- Participate in a classroom celebration by bringing in a Christmas recipe you have prepared from one of the countries we have studied. H

- Pretend you work for a travel agency and develop a plan to get to as many countries as you can to visit during Christmas celebrations held on different days. H

- Develop a computer program describing European Christmas customs and, using that information, create problem solving situations that involve estimation, probability, graphing and manipulation of four math processes. S

- Create a humorous story about someone who gets different Christmas customs confused. S

- Design a sculpture of a European Christmas ornament from clay. E

- Produce a skit about a European country's Christmas customs and how they relate to our celebration. S

- Prepare a fifteen minute oral presentation on a European country and its Christmas celebrations using posters and hand-outs. H

- Produce a bulletin board with a partner on any area we have discussed. S

- Construct a European Christmas quilt, tablecloth, pillow or article of clothing and present it to the class. H

- Create a display of Christmas accoutrements from a European country. H

- Using brochures from a travel agency, write a one-page story about an imaginary Christmas trip to a European country. E

- Write to a pen-pal from Europe and share letters with the class. (Your congressman can provide addresses.) E

- Research Christmas songs associated with European countries and explain their origins. H

- Compile a list of languages spoken in European countries and write "Merry Christmas" in each language; then report your list in a creative poster form. H

- Design a Christmas stocking representing a European country we have discussed. Fill it with gifts you might receive from that country. S

- Construct a Santa Claus(or whatever he is called in that European country) using geometrical shapes only. S

- Select a European country and create an advent calendar for December. Research numbers and words for the appropriate language in your calendar. Use candy, treats or surprises from that country to make your calendar exciting and fun. H

- Predict what a German Christmas card would look like in the year 2000 and then construct an example. S

- Find the music, "Here We Come A-Wassailing." Paraphrase and illustrate the lyrics using a catch medium - chalk, pointulism, etc. S

- Create a comical cartoon illustrating a mix up in Christmas traditions. E

- Produce a word search using terms from our study of a European Christmas. E

+ Culminating Activities

- Create a booklet of all the customs/traditions we have studied that came from Europe and tell how you incorporate those ideas into your family celebration this year. S

- Compile a group of holiday recipes from each of the countries we have studied into a creative cookbook format. S

+ Questions for Discussion

- What would it be like if you were stranded in Europe over the Christmas holidays?

- If you were to visit Europe during the holiday season, how would you relate their celebrations to yours?

- What will European Christmas customs be like in the future?

- What is your favorite European Christmas custom and tradition?

- What could you make to best describe this unit?

- How would you go about describing and explaining this unit to a second grade class?

- If only one American Christmas custom could be preserved for a future generation and the others would not exist, which custom would you choose?

EVALUATION

- Explain/describe European Christmas traditions.

- Give three examples of how these customs/traditions relate to other countries and analyze why.

- In an essay, analyze, compare and contrast European customs today in relation to past European observances.

- Predict and forecast future European traditions. (They may or may not evolve from present traditions.)

RESOURCES

+ Speakers

  - Persons who originally are from Europe, have European roots or ancestors, or have visited Europe during the holiday season.

+ Books

  - Denton, New Years To Christmas

  - Dobler, Customs and Holidays Around The World

  - Manning-Sanders, Ruth, Festivals

  - Scott-Foresman, Europe and The Soiet Union, Level 6 Social Studies

  - Straalen, Van, The Book of Holidays Around The World